
COLORADO COMMISSION ON



HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

QUALITY INDICATOR SYSTEM REPORT

DECEMBER 1998

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DWAYNE C. NUZUM, EXECUTIVE DIRECTOR

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EXECUTIVE SUMMARY

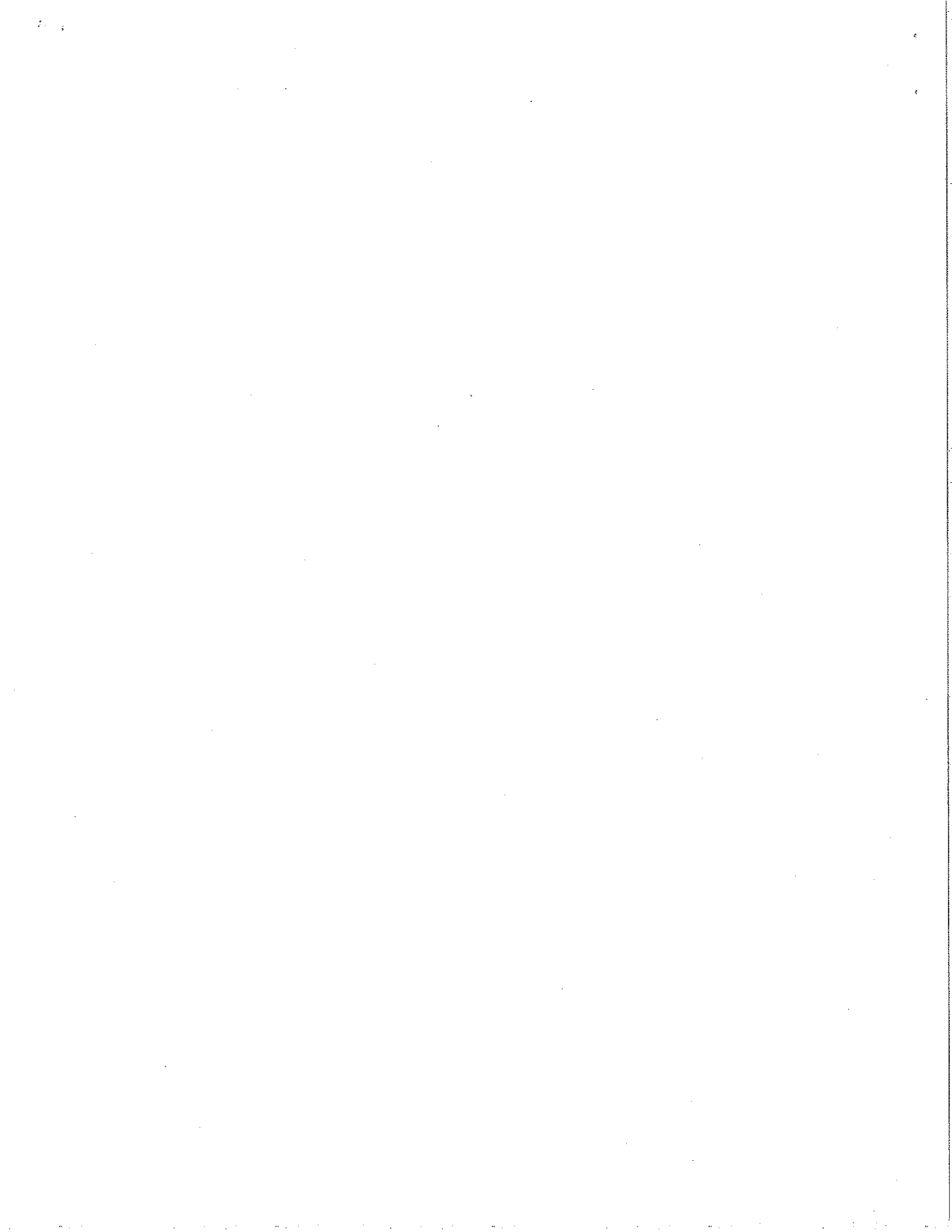
QUALITY INDICATED

A Report of Data

from the
Quality Indicator System

Established under the
Higher Education Quality Assurance Act (HB 96-1219)

December 1998



EXECUTIVE SUMMARY

The Quality Indicator System is based on the strategy of promoting improvement and discouraging complacency in each higher education institution, regardless of its current levels of achievement. Through its focus on the statutory role and mission of each college or university, the Higher Education Quality Assurance Act anticipates this strategic direction. This approach eliminates the difficult and contentious search for external benchmarks, and brings attention to bear on the central question of improving performance in pursuit of the statewide goals.

Baseline Year

Colorado's publicly-supported institutions of higher education are performing well, based on statewide results on nine quality indicators, and results on three to nine additional indicators for each of the governing boards and institutions. This report presents the data gathered during 1997-98, the first year of the quality indicator system's operation. These results set the standard against which changes in subsequent years will be measured.

To see improvement from the baselines, it is necessary to wait until the next measures can be taken. Nevertheless, Colorado's baseline data speak of sustained merit and achievement. Quantitative results show variation within the state consistent with the institutions' roles and missions, and compare favorably with similar data from other states. Some of the indicators, called best practices indicators, involve a review of the processes that institutions have implemented, from among lists of processes that are conceded ahead of time to be evidence of effective organization. Results on the best practices indicators show high levels of achievement statewide.

A New Accountability System

The Higher Education Quality Assurance Act (HB 96-1219) directed the Colorado Commission on Higher Education to coordinate the development of a quality indicator system for the state's colleges and universities. Drawing in part on their experience with previous accountability plans, the Commission led the development of new measures related to statewide goals specified in the Act. The Act identifies five goals: providing a high quality undergraduate education, collaborating with elementary and secondary education, providing workforce preparation and training, using technology to improve both administration and instruction, and providing all services productively and effectively. The quality indicator system monitors the performance of the higher education institutions collectively and individually.

There are nine statewide indicators. Every higher education institution is individually represented in the data for the statewide indicators, except in the survey of employer satisfaction

which focusses on different employer groups. There are also 101 local indicators. These were developed by the governing boards and institutions as ways to monitor performance in areas specifically related to their own environment and role and mission. Only a single institution, or just the institutions under a single governing board, appear in the data for the local indicators.

Numeric Indicators

Six of the statewide indicators, and 64 of the local indicators, are related to the essential goal of providing high quality education. Three of these statewide indicators have numeric results.

After-graduation performance, which reflects the quality of education received, is shown to be good by two measures. One shows that about 94% of most institutions' graduates are working, studying, or voluntarily not working a year after graduation. The second shows that Colorado takers of professional examinations in a variety of fields pass those examinations at higher rates than the national averages, but only slightly more often than not.

Undergraduate student success rates -- graduation rates combined with persistence and transfer rates -- show students completing or continuing their educations in the measured time periods, 6 years for senior colleges and universities, and 3 years for community colleges. The senior institutions show rates somewhat related to their freshman admission requirements, ranging from percentages in the twenties to the sixties, excluding transfers, and rising to a range from the forties to the seventies with transfers included. The overall rate for senior institutions is 47.9 percent, without transfers. The community college rates, which always include transfers because of those colleges' transfer mission, vary from the twenties to the fifties, averaging 40.4 percent. The Health Sciences Center, which admits students only after two years of college, has a rate of 96 percent, measured over four years. This last rate is astonishingly good, and stirs desires for all the rates to be that high. But Colorado's rates are not disappointing, in interstate comparisons. For example, Tennessee, which has had a performance indicator system since the mid-1970's, reports a persistence-to-graduation rate, including in-state transfers, of 45.4 percent for four-year institutions, and 25.9 percent for two-year institutions. Finding comparable statistics for comparable states is a research task that is being addressed at the federal level by the creation of a Graduation Rate Survey, which Colorado will watch closely.

Students' satisfaction with their education, measured among graduates, is very high across the state. Although some different surveys were administered, a fair summary would be that around 90 percent of the graduates statewide said their instructional programs met their educational goals.

The state goal of increased, productive interaction with elementary and secondary education is addressed by a two-part statewide indicator, and by 20 additional local indicators. The eleven institutions with a **teacher preparation** mission reported on the time their faculty members spent in K12 settings, and on the variety of field experiences accorded their teacher candidates. Faculty members in teacher education each spend from 100 to 200 hours per year in K12

schools, with some colleges reporting more than 300 hours for their faculty members. Teacher candidates' field assignments are in a variety of settings, affected to some degree by the college's location, but displaying a generous amount of work in the urban and poor settings where beginning teachers often take their first teaching jobs.

The after-graduation performance indicator described above, and a **statewide employer satisfaction survey** are two statewide indicators that address the state goal of providing workforce preparation and training. Another 28 local indicators relate to this goal. Talmey-Drake Research & Strategy, Inc. conducted the statewide survey of 359 employers of recent graduates, making sure to sample large and small businesses, and to contact firms in the Front Range, on the Western Slope, and in Southern and Eastern Colorado. Higher education institutions were excluded from the sample of employers. The results are a strong endorsement of the quality of higher education in the state. Among all employer groups and in response to several different questions that focussed on the graduates' training and performance, the employers voiced their approval in more than 90 percent of the cases.

The fifth state goal, operational productivity and effectiveness, is addressed by the statewide best practices indicator on advising, and by a quantitative indicator on **the amount of the budget that provides instruction and academic support**. Another 54 local indicators also permit monitoring the productivity and effectiveness of the state's colleges. Colorado institutions devote between 43 and 72 percent of their educational and general budgets to instruction and academic support. No clear pattern exists between these numbers and the role and mission of the institutions. Local requirements may play a determining part in these budget allocations. Colorado's allocations are not out of line with other states' levels. National data on these budget figures show Colorado usually allocates more of its educational and general budget to instruction and academic support than half of all the states do, considering the budgets by different college types, such as Research I, Doctoral I, Baccalaureate II, etc.

Best Practices Indicators

Processes that support delivery of high quality education are examined in statewide indicators on advising, assessment and accountability, and technology. Best practices in **advising**, such as providing information about employment opportunities related to academic disciplines, and operating an early-warning system to assist academically at-risk students, are almost universally in place. **Assessment and accountability** practices set in motion in earlier years continue at all institutions, and in most cases include gathering and using even the harder classes of data, such as transfer rates and placement rates.

The **technology plans** at most institutions include all of the identified key areas, such as providing faculty training, and making sure that the selected instructional technologies are appropriate to the teaching-and-learning situations. Results on the technology indicator naturally

also relate to the state goal of taking advantage of technology to improve higher education. There are an additional 15 local indicators that address the effective and efficient use of technology.

The best practices indicator on **K12 linkages** addresses the state goal of promoting collaboration between the higher education system and the elementary and secondary system. Most of the state's higher education institutions reported engaging in most of the listed best practices, such as participating in outreach experiences and programs cooperatively designed with K12 partners, and implementing admissions standards and practices based on standards developed in elementary and secondary education.

Looking Ahead

The Quality Indicator System now enters its second year of operation. This new set of measures, if continued over a period of years, will show whether or not higher education makes progress toward achieving the state goals, and how fast or slowly it proceeds. The Higher Education Quality Assurance Act provides for annual review and modification of the indicators, if necessary, to put some realistic flexibility into the system while maintaining as much continuity as is reasonable in a dynamic environment.

The Act provides for the annual submission of a data report like the present one, and for an annual followup report, due on January 30 of each year, in which the higher education system describes its responses, including remedies proposed for any discovered weaknesses, and initiatives begun or planned because of opportunities or challenges suggested by the Quality Indicator System data. The present report is but one part of a continuing conversation among higher education's stakeholders -- taxpayers, legislators, parents, families, employers, faculty members, administrators, and, above all and because of them, students.

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OVERVIEW

The Higher Education Quality Assurance Act of 1996 (HB 96-1219) makes Colorado one of 21 states that consider performance measures in their budget processes. Of these 21, only seven states have systems that include direct financial incentives for performance. Besides Colorado, these are Florida, Missouri, Ohio, South Carolina, Tennessee, and Washington. Arkansas and Kentucky ended their performance funding programs in 1997, over issues of governance and political changes (SHEEO Network News, vol. 17, no. 1, Feb. 1998).

The Quality Indicator System undertakes a challenging task, with perhaps surprisingly good prospects for success. The state's higher education system is a complex enterprise, not unlike a multi-division corporation. There are 28 institutions in our system, not counting the postsecondary vocational-technical schools, the Colorado Electronic Community College, the Western Governors' University, and private institutions. Even within a single college or university, active components could include the engineering school, the Slavic languages department, the construction technology program, the research park, the athletic teams, the controller's office, the physical plant staff, and the faculty senate. The makers of Pepsi Cola, similarly, combine within their organization the core beverage company, Frito-Lay snacks, Tropicana juices, and a variety of activities within each of those entities, including production, distribution, franchising, advertising, research, labor relations, investment, and training, to name but a few. (Pepsico was an even more complex example before it spun off Taco Bell, KFC, and Pizza Hut last year.) General Motors makes cars, parts, and loans.

Quality takes many forms. Even profit is inadequate as a single measure for the quality of a commercial enterprise. Trade associations honor excellence in advertising, training, information technology, occupational safety, and so on. Prospective investors consider environmental consciousness, human rights practices, global economy risks, and their own familiarity with the business. Evidence of achievement in higher education is also found in many different areas within the wide range of colleges' activities. The Quality Indicator System identifies and monitors a variety of these important areas for each institution.

Since the Quality Assurance Act takes special note of role and mission, it will be well to review the prescribed purposes of the state's institutions. The table below outlines these important statutory provisions, including statements of each institution's intended admissions selectivity. Because abbreviations are used to identify the institutions, those less familiar with the system may wish to consult the Institutional Names Appendix.

In the table, the institutions are ordered by selectivity as reflected in the minimum index scores that make students eligible for freshman admission. The position of the Health Sciences Center, which has no freshmen, is approximate. The admissions index score is a composite of high school grade point average, high school percentile rank in class, and ACT or SAT standardized test score. CCHE Policy I-F specifies these scores.

Institution	Role and Mission, and Reference to Colorado Revised Statutes	Minimum Index Score
CSM	a specialized baccalaureate and graduate research institution with high admission standards ... the primary institution ... offering energy, mineral, and material science and mineral engineering degrees at both the graduate and undergraduate levels CRS 23-41-105	110
UCB	a comprehensive graduate research university with high admission standards which offers a comprehensive array of undergraduate programs CRS 23-20-101(1)(a)	103
CSU	a comprehensive graduate research university with high admission standards offering a comprehensive array of undergraduate programs consistent with the tradition of land grant universities CRS 23-31-101	101
UCHSC	a specialized professional institution offering baccalaureate and graduate programs in health-related disciplines and professions CRS 23-20-101(1)(d)	(No freshman students)
UCD	a comprehensive baccalaureate liberal arts and sciences institution with high admission standards ... shall provide selected professional programs and such graduate programs ... as will serve the needs of the Denver metropolitan area CRS 23-20-101(1)(b)	93
UCCS	a comprehensive baccalaureate liberal arts and sciences institution with selective admission standards ... shall provide selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area CRS 23-20-101(1)(c)	92
UNC	a general baccalaureate and specialized graduate research university with selective admissions standards ... the primary institution for undergraduate and graduate teacher education ... shall offer masters' and doctoral programs primarily in the field of education	92

	CRS 23-40-101	
ASC	a general baccalaureate institution with moderately selective admission standards ... shall offer limited professional programs, Hispanic programs, undergraduate education degrees, masters' level programs, and two-year transfer programs ... shall not offer vocational education programs CRS 23-51-101	80
FLC	a general baccalaureate institution with moderately selective admission standards ... shall offer selected undergraduate professional programs CRS 23-52-102	80
Mesa	a general baccalaureate and specialized graduate institution with moderately selective admissions ... a limited number of professional, technical, and graduate programs ... shall also maintain a community college role ... including vocational and technical programs CRS 23-53-101	80
USC	a general baccalaureate and polytechnic institution with moderately selective admission standards ... professional and engineering technology programs, education programs, and traditional liberal arts and sciences ... graduate programs compatible with its polytechnic mission ... which uniquely serve southeastern Colorado CRS 23-55-101	80
WSC	a general baccalaureate institution with moderately selective admission standards ... professional programs, educational programs, and traditional arts and sciences ... no two-year programs CRS 23-56-101	80
MSCD	a comprehensive baccalaureate institution with modified open admission standards ... nontraditional students ... at least twenty years of age shall only have an admission requirement of a high school diploma, a GED ... liberal arts and science, technical, and educational programs ... professional programs ... no graduate programs CRS 23-54-101	76 (age 19 and younger) 0 (age 20 and older)

<p>ACC, CCA, CCD, FRCC, LCC, MCC, NJC, OJC, PPCC, PCC, RRCC, TSJC</p>	<p>Each college shall be a two-year institution offering a broad range of general, personal, vocational, and technical education programs. No college shall impose admission requirements ... educational programs to fill the occupational needs of youth and adults in technical and vocational fields ... two-year transfer educational programs ... personal and vocational education for adults CRS 23-60-201</p>	<p>0</p>
<p>Aims, CMC, CNCC</p>	<p>not more than two years of training in the arts, sciences, and humanities beyond the twelfth grade ... occupational, technical, and community service programs, with no term limitations, and general education, including college transfer programs, with unrestricted admissions CRS 23-71-102</p>	<p>0</p>

Each state-supported college or university has a particular role and mission, a unique combination of programs, and a prescribed level of selectivity. One must be careful to honor each institution's package of responsibilities when assessing the quality of the institution's performance. For example, open access to higher education is supposed to bring students into college who may be academically less prepared and financially less able to complete a college program. All colleges should, nevertheless, demonstrate good educational and administrative practices in dealing with their students and in allocating their resources. The Quality Indicator System permits monitoring each institution's progress, or lack of it, in the high-quality fulfillment of its charge from the state.

The Colorado legislation has several noteworthy features. Foremost among them is defining the statewide expectations and goals in legislation, while assigning responsibility for identifying the indicators in detail to the higher education community itself. Furthermore, the system includes processes for revising the quality indicators from year to year, as conditions demand. The financial aspects of the law permit the specific, tangible recognition of achievement and the application of state funds where they can have impact to boost achievement. The incentive awards may be given either as one-time bonuses or as permanent additions to base funding. The law also establishes a means for directing an under-performing institution to set aside up to one percent of its general fund appropriation for specific application to improve its performance.

This report presents the data gathered in the Quality Indicator System during 1997-98. The report summarizes voluminous reports submitted to CCHE by governing boards and institutions. Inevitably, there will be some loss of detail at the same time there is a gain in accessibility. The institutional reports amount to 2500 pages or more, all together. CCHE and/or the institutions will gladly make any or all of the original reports available on request, but have thought it best not to make copies of so much material initially.

This report simply presents the collected data, without outlining new initiatives, remediation, or further inquiry that the data might suggest. The Act provides for a followup report, due by January 30, 1999, that will take that next step. The January report will describe the responsive actions taken or planned by the higher education governing boards and institutions.

The QIS contains indicators that relate to each of the five statewide expectations and goals identified in the Higher Education Quality Assurance Act. The table below shows the relationships of the nine statewide indicators to the expectations and goals.

Statewide Goals, with Related Statewide Quality Indicators	
Goal A. Provision of a high quality, efficient, and expeditious undergraduate education	
	Indicator 1. After-Graduation Performance
	Indicator 2. Undergraduate Student Success Rates
	Indicator 3. Student Satisfaction
	Indicator 4. Advising
	Indicator 7. Technology Plan
	Indicator 8. Assessment and Accountability
Goal B. Provision of assistance to elementary and secondary education in achieving systemic reform and creation of appropriate linkages between elementary and secondary education and higher education	
	Indicator 9. K12 Linkages and Teacher Preparation
Goal C. Provision of workforce preparation and training	
	Indicator 1. After-Graduation Performance
	Indicator 5. Employer Satisfaction
Goal D. Use of technology to lower the institution's capital and administrative costs and improve the quality and delivery of education	
	Indicator 7. Technology Plan
Goal E. Provision of services with a high level of operational productivity and effectiveness	
	Indicator 4. Advising
	Indicator 6. Instructional Expenses

STATEWIDE NUMERIC INDICATORS

Numeric Indicators, Goal A: Efficient Provision of a High Quality Education.

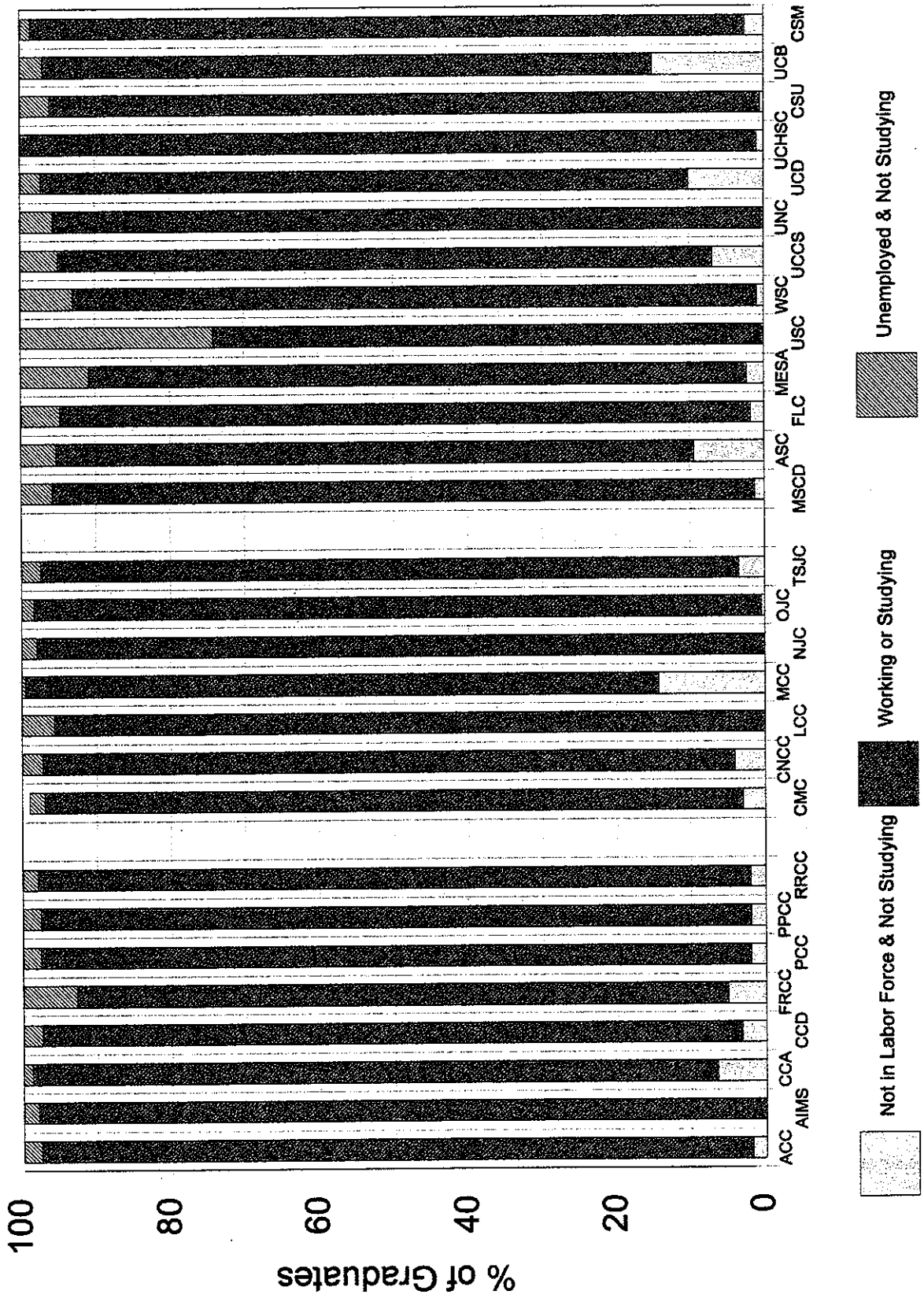
Six statewide indicators monitor the higher education system's efficient provision of a high quality education. The first of these is Indicator 1, After-Graduation Performance, which is a two-part indicator. The indicator definition directed each institution to ask survey questions that would permit preparing a table of this form:

Educational Status of Graduates	Employment Status of Graduates in the Labor Force						Graduates Not in the Labor Force, Not Seeking Employment		Total	
	Employed, Program of Study Helped Get or Keep Job		Employed, Program of Study Did Not Help Get or Keep Job		Unemployed, Seeking Employment					
	#	%	#	%	#	%	#	%	#	%
Engaged in Further Study										
Not Engaged in Further Study										
Total										100

The graph below, based on the institutions' reports, shows the employment status and educational status of institutions' graduates about a year after their departure from their colleges. The great majority of graduates are employed or engaged in further study. In the first case, the educational program appears to have equipped the graduate as required for the work world. In the second case, the student appears to see value in continued education. Another group of graduates is not in the labor force -- not employed but not seeking employment. These graduates include some of the state's fulltime parents. The group about which there is most concern includes graduates who are unemployed, seeking work, and not engaged in further study. These unattached graduates represent 6 percent or less of the surveyed groups from 24 institutions.

Employment and Further Study

Urban 2-year, Rural 2-year, All 4-year



The second part of Indicator 1 reports how well Colorado graduates perform on professional examinations. This summary report includes results from the Colorado bar examination, the Certified Public Accountant (CPA) examination, the examinations for registered nurses and practical nurses, the Fundamentals of Engineering examination, and the PLACE examinations for public school teachers. This selection affords a look at a variety of disciplines, and includes tests for which a variety of institutions prepare candidates. More often than not, Colorado test-takers outperform national comparison groups.

PERFORMANCE OF COLORADO GRADUATES ON SELECTED PROFESSIONAL EXAMINATIONS

NURSING PERCENT PASSING EXAMINATIONS	National Comparison															
	1. Registered Nurses	88.4	98.5	77.5	94.6	91.1	79.5	100.0	90.5	Lamar Community College	Northeastern Junior College	Otero Junior College	Mesa State College	University of Southern Colorado	University of Colo.-Colo. Springs	University of Northern Colorado
2. Practical Nurses	89.6		82.1	96.7	92.9	94.5	90.3		85.7	94.1	84.6					

PERFORMANCE OF COLORADO GRADUATES ON SELECTED PROFESSIONAL EXAMINATIONS

UNIFORM CPA PERCENT PASSING EXAMINATIONS MAY/NOV. 1996	National Comparison																			
	1. Auditing	30.3	28.8	7.7	27.3	11.8	40.0	26.6	13.7	31.1	49.1	38.2	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colo.-Denver	Colorado State University

**UNIFORM CPA
PERCENT
PASSING
EXAMINATIONS
MAY/NOV. 1996**

	National Comparison	Metropolitan State College of Denver	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colo.-Denver	Colorado State University	University of Colorado-Boulder
2. Law	31.0	31.3	7.7	36.4	17.6	20.0	20.0	13.7	40.0	43.9	42.6
3. Theory	31.6	40.0	23.1	27.3	11.8	20.0	26.7	22.8	22.3	45.6	45.6
4. Practice	29.6	35.0	23.1	27.3	11.8	20.0	33.3	18.2	26.6	40.3	48.5

PERFORMANCE OF COLORADO GRADUATES ON SELECTED PROFESSIONAL EXAMINATIONS

ENGINEERING PERCENT PASSING EXAMINATIONS													
Fundamentals of Engineering		National Comparison-CSM	69.0	Colorado School of Mines	89.5	National Comparison-UCB	76.7	University of Colorado-Boulder	87.5	National Comparison-UCD	76.9	University of Colorado-Denver	82.5

LAW PERCENT PASSING					
Colorado Bar Exam		State Comparison	82.0	University of Colorado-Boulder	95.1



**PERFORMANCE OF COLORADO GRADUATES ON SELECTED PROFESSIONAL
EXAMINATIONS**

TEACHER PREPARATION PERCENT PASSING EXAMINATIONS	State Comparison-State Colleges	Metropolitan State College of Denver	Adams State College	Mesa State College	Western State College	State Comparison-FLC	Fort Lewis College	State Comparison-USC	University of Southern Colorado	State Comparison-UNC	University of Northern Colorado	University of Colorado-Denver	Colorado State University	State Comparison-UCB	University of Colorado-Boulder
	1. Professional Knowledge:								87.2	75.6	86.7	86.3	93.1	88.0	84.0
Elementary										79.7	92.6	100.0	71.0		
Middle School															
Secondary								91.0	81.9	91.3	86.7	87.3	90.0	90.0	98.9
All Levels	88-92	88.0	69.7	83.5	88.1	88.6	87.1								
2. Liberal Arts & Sciences	90	87.5	74.4	89.0	87.0	90.8	92.3	89.9	75.8	90.0	89.0	97.1	95.9	90.0	98.3

Indicator 2, Undergraduate Student Success, shows a graduation, persistence, and transfer rate for a cohort of entering freshmen at each institution. For two-year institutions statewide, the overall rate is 40.4 percent. For four-year institutions, the overall rate is 47.9 percent. The definition of this quality indicator spells out what outcomes are being measured, over what time periods, and who makes up the student cohort:

Undergraduate student success is graduation from the institution in which the student originally enrolled, continued enrollment in that institution, or transfer to another institution of higher education.

Cohort Definition

Two-Year Institutions:

In 1997-98, the success rate will be computed for the cohort of students who entered the institution as first-time, full-time, degree-seeking students in the fall 1994 semester and students who entered the institution for the first time in the summer 1994 semester and who continued as full-time degree-seeking students in the fall 1994 semester. Student success will be measured at a specific time point, three years after the students originally enrolled, which will be the fall 1997 semester for the fall 1994 cohort. In subsequent years succeeding cohorts will be used, i.e., in the second year the fall 1995 cohort will be used.

Four-Year Institutions:

In 1997-98, the success rate will be computed for the cohort of students who entered the institution as first-time, full-time, degree-seeking students in the fall 1991 semester and students who entered the institution for the first time in the summer 1991 semester and who continued as full-time degree-seeking students in the fall 1991 semester. Student success will be measured at a specific time point, six years after the students originally enrolled, which will be the fall 1997 semester for the fall 1991 cohort. In subsequent years succeeding cohorts will be used, i.e., in the second year the fall 1992 cohort will be used.

As the chart below shows, among the two-year institutions, there are higher graduation, continuation, and transfer rates at the rural institutions (CMC through TSJC) than at the urban institutions (ACC through RRCC). Although all these colleges share the same statutory role and mission, their environments affect their character. The urban institutions serve older, working adult students, who attend school preponderantly part-time. The rural institutions have a more traditional flavor, serving younger students and, in some cases, offering campus residences.

COMMUNITY COLLEGES

Undergraduate Student Success Rates Percentage Graduated, Transferred and Retained	URBAN INSTITUTIONS							
	Arapahoe Community College	Aims Community College	Community College of Aurora	Community College of Denver	Front Range Community College	Pueblo Community College	Pikes Peak Community College	Red Rocks Community College
1. Total 3-year Rate.	46.6%	37.6%	34.0%	39.6%	45.4%	37.7%	27.8%	41.5%
2. In-State Students.	46.6%	37.4%	35.8%	38.5%	46.7%	37.8%	28.1%	42.5%
3. Out-of-State Students.	47.1%	42.5%	5.9%	46.6%	36.7%	33.3%	24.3%	34.0%
4. Students Under Age 25.	47.3%	38.4%	40.6%	39.2%	46.3%	32.5%	28.9%	44.0%
5. Students 25 and Over.	44.4%	34.8%	21.4%	40.4%	41.4%	46.1%	25.4%	35.5%
6. Minority Students.	50.0%	20.0%	34.1%	38.9%	36.9%	30.0%	28.5%	42.2%
7. Non-minority Students.	45.2%	45.3%	34.0%	40.6%	47.7%	44.6%	27.6%	42.9%

COMMUNITY COLLEGES

Undergraduate Student Success Rates	RURAL INSTITUTIONS								
	Colorado Mountain College	Colorado NW Community College	Lamar Community College	Morgan Community College	Northeastern Junior College	Otero Junior College	Trinidad State Junior College	Adams State College	Mesa State College
1. Total 3-year Rate.	40.5%	51.1%	41.6%	58.9%	50.4%	48.7%	41.5%	24.3%	37.8%
2. In-State Students.	49.4%	53.7%	43.5%	55.7%	50.5%	51.9%	43.2%	24.6%	37.9%
3. Out-of-State Students.	30.5%	42.1%	35.0%	100.0%	47.4%	18.2%	34.8%	22.2%	37.5%
4. Students Under Age 25.	40.7%	51.0%	40.1%	46.2%	52.1%	46.3%	41.0%	26.9%	37.1%
5. Students 25 and Over	38.5%	52.9%	48.4%	72.9%	15.8%	54.3%	43.1%	0.0%	42.4%
6. Minority Students.	33.6%	42.3%	31.9%	50.0%	27.9%	44.6%	31.7%	27.7%	30.6%
7. Non-minority Students.	43.1%	52.7%	46.0%	59.8%	53.0%	51.4%	51.7%	18.5%	39.1%

Admissions index scores appear in the graduation rate table for four-year institutions to provide context. Institutions are interested in serving their student populations as well as possible, but have concerns about the students' preparation.

Among the institutions with freshman admissions requirements -- all the four-year institutions except the Health Sciences Center -- there is a general trend toward higher graduation, continuation, and transfer rates in the institutions that require higher index scores. Furthermore, when index score differences within an institution are considered, the data show every institution graduating a higher percentage of its high-scoring students than its lower-scoring ones.

A note of explanation may be in order here, to explain how there can be students with index scores below 100 at an institution with an admissions standard of 103, for example. CCHE policy creates an admissions "window" of up to 20 percent of the entering class to allow an institution to bring in students with skills, talents, and experiences that add value to the student body, in cases where grades and test scores alone cannot justify admission.

At Arapahoe Community College, Pikes Peak Community College, Adams State College, and the University of Colorado at Colorado Springs, the rate of graduation, continuation, or transfer is higher for ethnic minority students than for white students. At all other institutions, the difference favors white students.

In-state students generally show higher rates of graduation, continuation, or transfer than non-residents. The picture is mixed regarding students' ages, with no clear pattern emerging as to the success of students over or under age 25.

COLLEGES AND UNIVERSITIES

Undergraduate Student Success Rates Percentage Graduated and Retained	Metropolitan State College of Denver	Adams State College	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colorado-Denver
1. Admission Index.	76	80	80	80	80	80	92	92	93
2. Total 6-year Rate.	30.6%	32.5%	25.6%	25.8%	35.0%	26.8%	33.6%	42.4%	38.6%
3. In-State Students.	NA	NA	25.8%	NA	35.2%	27.1%	33.6%	44.1%	39.1%
4. Out-of-State Students.	NA	NA	25.1%	NA	33.3%	26.4%	27.8%	31.4%	16.7%
5. Students Under Age 25.	31.1%	32.2%	25.8%	25.7%	NA	26.9%	33.2%	42.1%	39.8%
6. Students 25 and Over.	22.8%	40.0%	15.0%	30.8%	NA	22.2%	33.3%	51.1%	0.0%
7. Minority Students.	25.5%	33.6%	20.2%	17.9%	24.7%	18.9%	40.0%	35.3%	34.1%
8. Non-minority Students.	32.5%	32.2%	26.9%	26.8%	39.6%	27.6%	32.1%	44.0%	43.3%
9. Students with index scores < 100.	27.9%	27.3%	22.6%	20.4%	30.9%	23.1%	28.8%	37.1%	30.1%
10. Students with index scores > or equal to 100.	47.8%	40.1%	38.9%	43.4%	49.2%	41.9%	37.3%	53.2%	44.4%

RESEARCH UNIVERSITIES

Undergraduate Student Success Rates	University of Colorado HSC	Colorado State University	University of Colorado-Boulder	Colorado School of Mines
Percentage Graduated and Retained				
1. Admission Index.	NA	101	103	110
2. Total 6-year Rate.	96.0%	61.7%	66.6%	58.3%
3. In-State Students.	96.4%	64.3%	68.3%	64.6%
4. Out-of-State Students.	94.3%	54.1%	64.2%	45.7%
5. Students Under Age 25.	NA	61.7%	66.6%	58.3%
6. Students 25 and Over.	NA	59.4%	63.6%	NA
7. Minority Students.	95.7%	50.8%	48.6%	53.3%
8. Non-minority Students.	96.1%	63.9%	71.3%	59.5%
9. Students with index scores < 100.	NA	53.0%	50.8%	57.9%
10. Students with index scores > or equal to 100.	NA	65.5%	69.7%	58.4%

Some four-year institutions provided supplementary data on transfers, as modifications to the initial data. These are shown in a separate table. The increases to the initially reported rates are substantial. Transfers are routinely included in the two-year institutions' data, as an acknowledgment of those colleges' transfer mission. Among the four-year institutions, however, transfers are usually excluded, partly to focus on the schools' graduation mission, and partly because many transfers are believed to be out of Colorado's public system, which reduces the value of comparing such data, since the completeness of the data across institutions is in doubt.

To summarize, undergraduate student success rates show students completing or continuing their educations in the measured time periods, 6 years for senior colleges and universities, and 3 years for community colleges. The senior institutions show rates somewhat related to their freshman admission requirements, ranging from percentages in the twenties to the sixties, excluding transfers, and rising to a range from the forties to the seventies with transfers included. The overall rate for senior institutions is 47.9 percent, without transfers. The community college rates, which always include transfers because of those colleges' transfer mission, vary from the twenties to the fifties, averaging 40.4 percent. The Health Sciences Center, which admits students only after two years of college, has a rate of 96 percent, measured over four years. This last rate is astonishingly good, and stirs desires for all the rates to be that high. But Colorado's rates are not disappointing, in interstate comparisons. For example, Tennessee, which has had a performance indicator system since the mid-1970's, reports a persistence-to-graduation rate, including in-state transfers, of 45.4 percent for four-year institutions, and 25.9 percent for two-year institutions. Finding comparable statistics for comparable states is a research task that is being addressed at the federal level by the creation of a Graduation Rate Survey, which Colorado will watch closely.

COLLEGES AND UNIVERSITIES

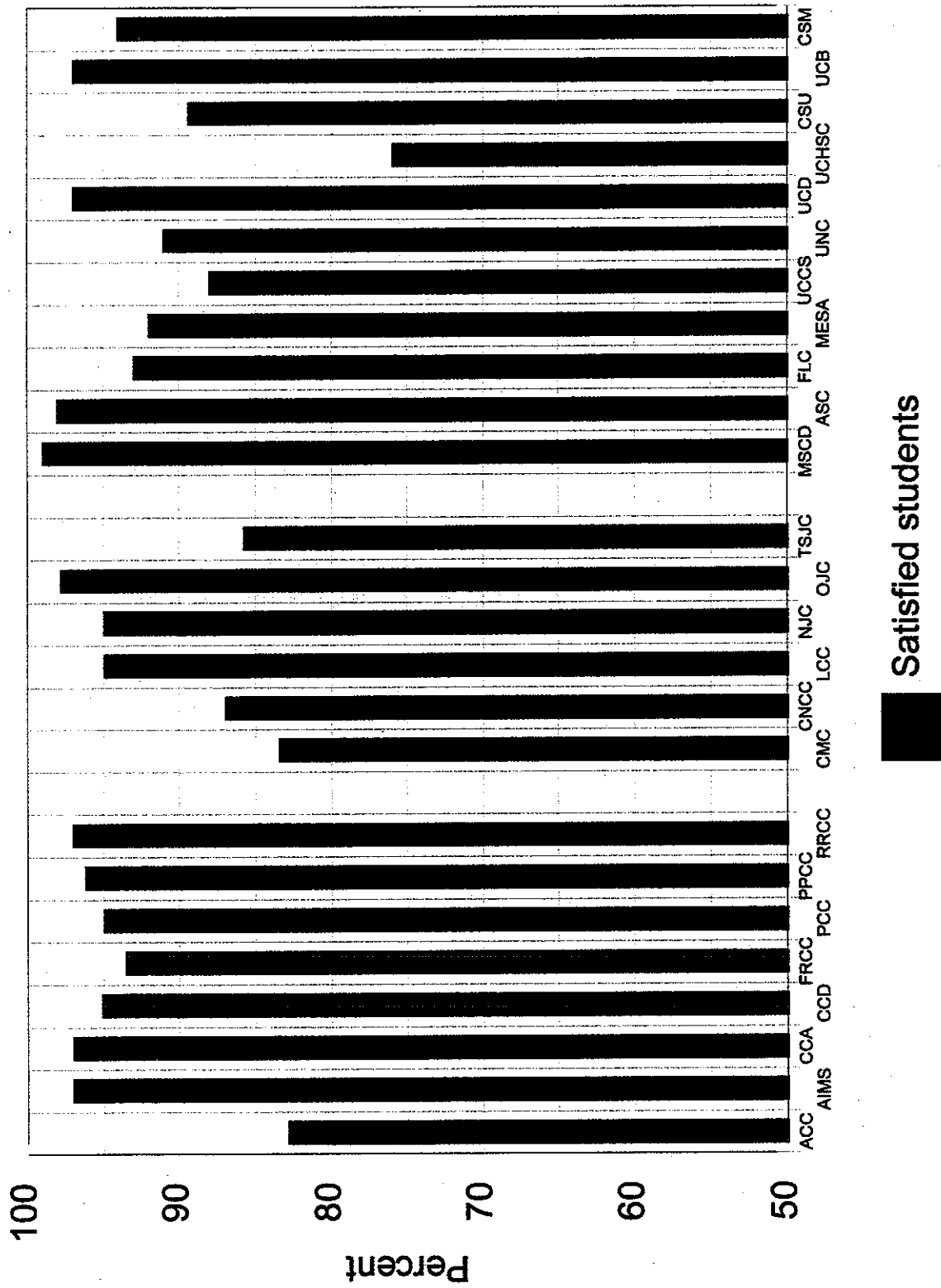
Additional Data for Selected Colleges and Universities with Transfer Data Included	Fort Lewis College	University of Southern Colorado	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colorado-Denver
1. Admission Index.					
2. Total 6-year Rate.	49.6%	49.8%	68.0%	70.1%	60.0%
3. In-State Students.		51.0%		72.0%	61.0%
4. Out-of-State Students.		38.9%		58.1%	17.0%
5. Students Under Age 25.					
6. Students 25 and Over.					
7. Minority Students.		40.4%		61.0%	53.6%
8. Non-minority Students.		54.0%		71.8%	67.7%
9. Students with index scores < 100.		43.2%		67.4%	51.5%
10. Students with index scores > or equal to 100.		72.3%		75.1%	61.5%

Student satisfaction with their education, measured in Indicator 3, is very high statewide. Eighteen institutions reported more than 90 percent of survey responses show graduates feel their instructional programs met their educational goals. The survey question defined for the QIS, with a provision permitting comparable questions, was "Overall, did your instructional program meet your educational goals?" Most institutions asked such a question, and submitted the data shown in the table.

Two institutions reported average ratings of satisfaction level. Graduates of the University of Southern Colorado had a mean of 4.0 on a five-point scale where high ratings were favorable, while Morgan Community College's graduates had a mean of 1.5 on a five-point scale where low ratings were favorable.

The report from Western State College's completers was of 67 percent satisfaction, but that was based on a question about satisfaction with preparation for employment, rather than the more inclusive question posed in other institutions' surveys.

Instruction Met Students' Goals



Numeric Indicators, Goal B. Assistance to and Linkages with Elementary and Secondary Education

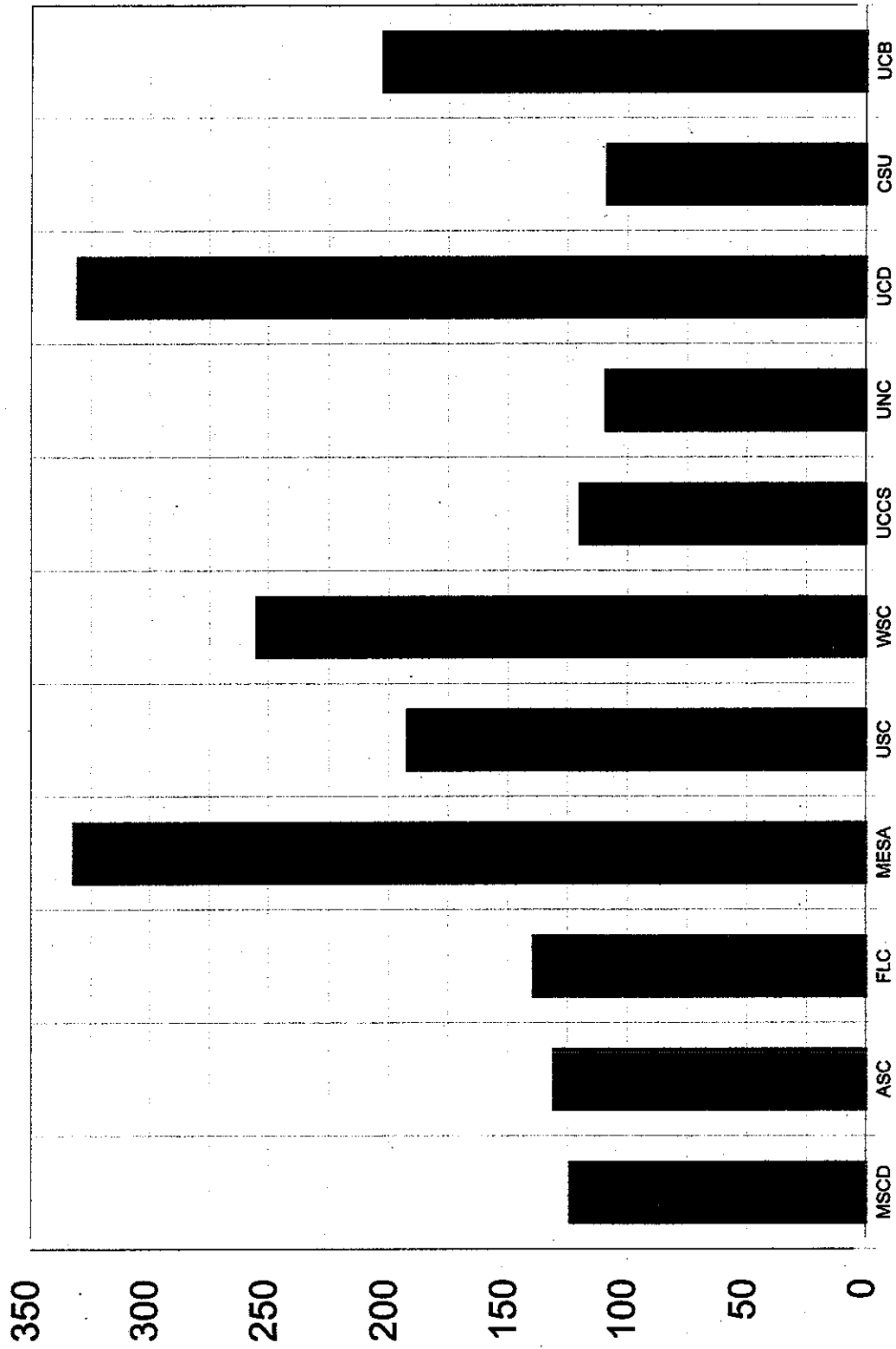
Statewide Indicator 9, K12 Linkages and Teacher Preparation, has two parts. The first part is treated in the section of this report on best practices indicators. The second part is for institutions with a teacher education mission. It includes one item relating to professional development for administrators, and quantitative data on faculty hours in K12 settings and data on student hours in various K12 school environments. The teacher education institutions, in ascending admissions index order, are Metropolitan State, Adams State, Fort Lewis, Mesa State, Southern Colorado, Western State, Northern Colorado, UC Colorado Springs, UC Denver, Colorado State, and UC Boulder.

Among these 11 schools, three reported the good practice of conducting development programs for K12 principals. Only UNC and UCD are specifically charged to conduct administrator preparation.

Seven institutions reported their teacher preparation faculty members each spend between 100 and 200 hours per year in K12 settings. Four institutions reported even higher figures. The range was from 109 to 332.3 hours per faculty member per year.

Faculty Hours in K12 Settings

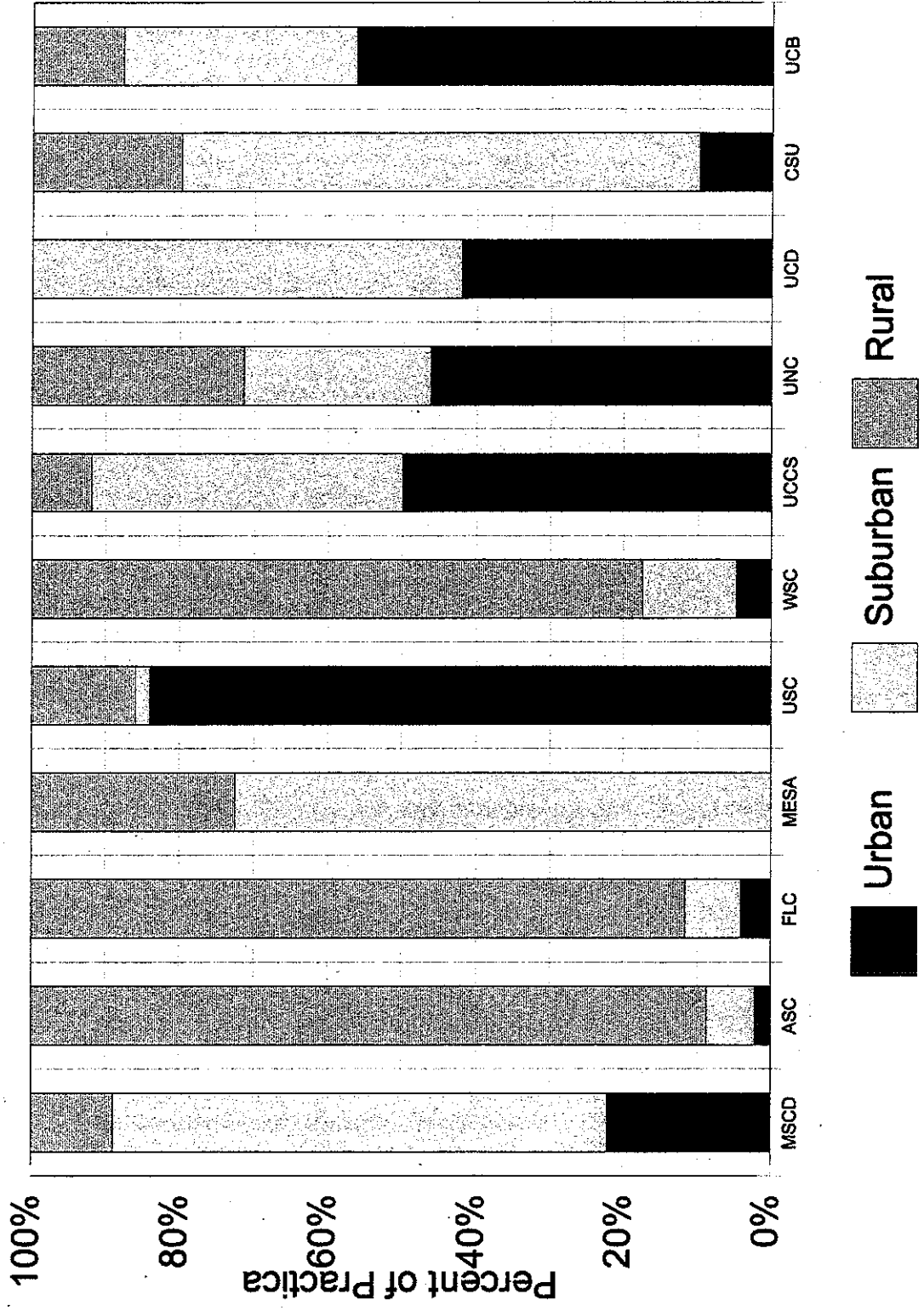
Annual Average per FTE Faculty Member



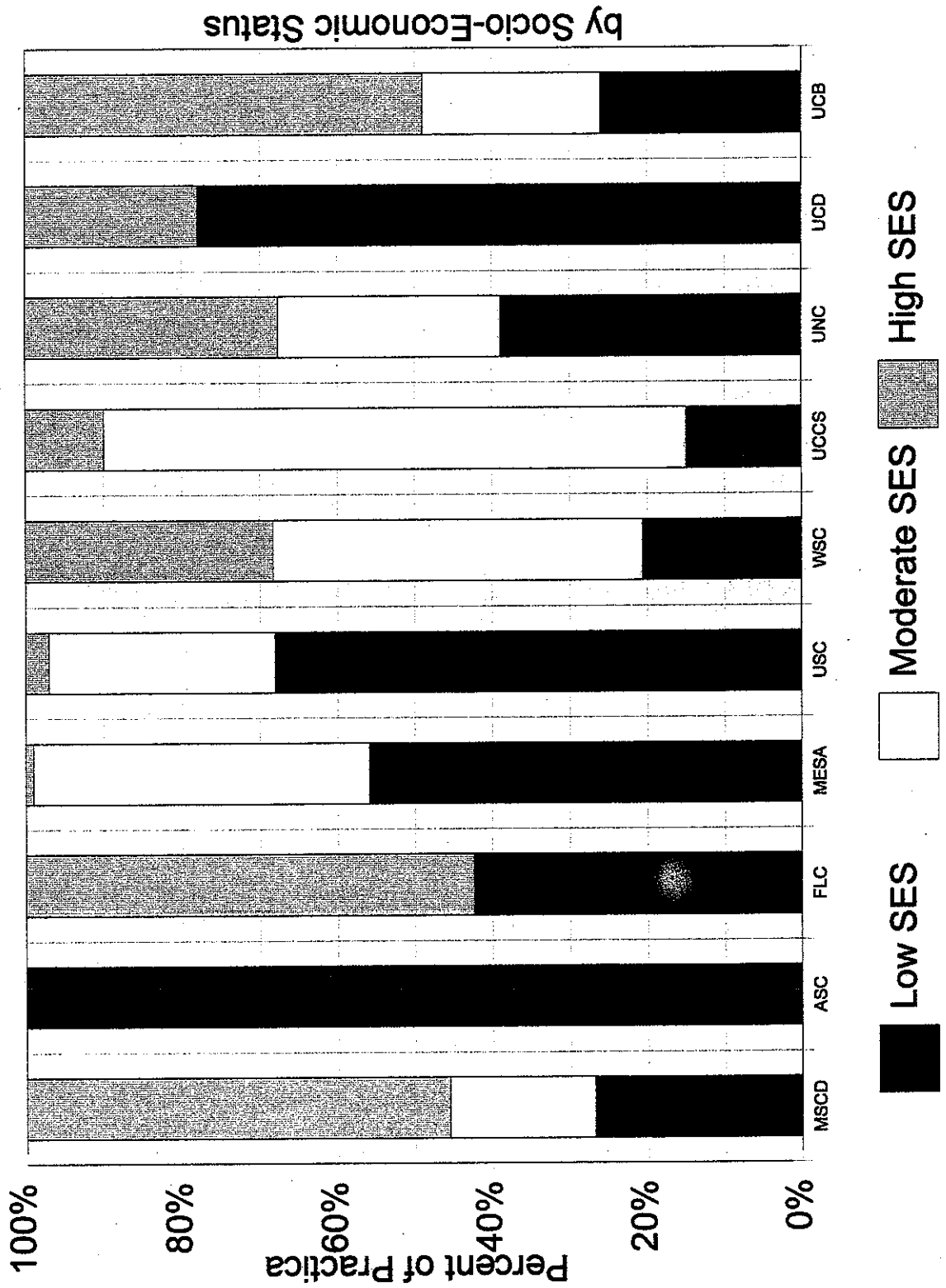
The data in Indicator 9 concerning the distribution of student field experiences describe the real-world variety of the placement sites. The sites were categorized by population density and by community socioeconomic status, based respectively on National Center for Education Statistics (NCES) locale codes and free lunch program eligibility data. Although the population-density placements reflect a college's or university's locale, there is variety in each institution's pattern.

As to socioeconomic status, the tendency seems to be in the direction of higher exposure to lower-income settings. The lowest percentage of placements in low income settings is 15 percent, and that same institution makes 75 percent of its placements in moderate income settings.

Location of Teaching Practica



Income and Teaching Practica



Numeric Indicators, Goal C: Workforce Preparation and Training

Provision of workforce preparation and training is the third statewide goal about which the QIS provides information. Indicator 1, After-Graduation Performance, includes reports of pass rates on professional examinations, as noted above, and also data on graduates' participation in the labor force and in continued higher education. Indicator 5, Employer Satisfaction, reports how employers of recent graduates view the qualifications and training of higher education's "products," the graduates.

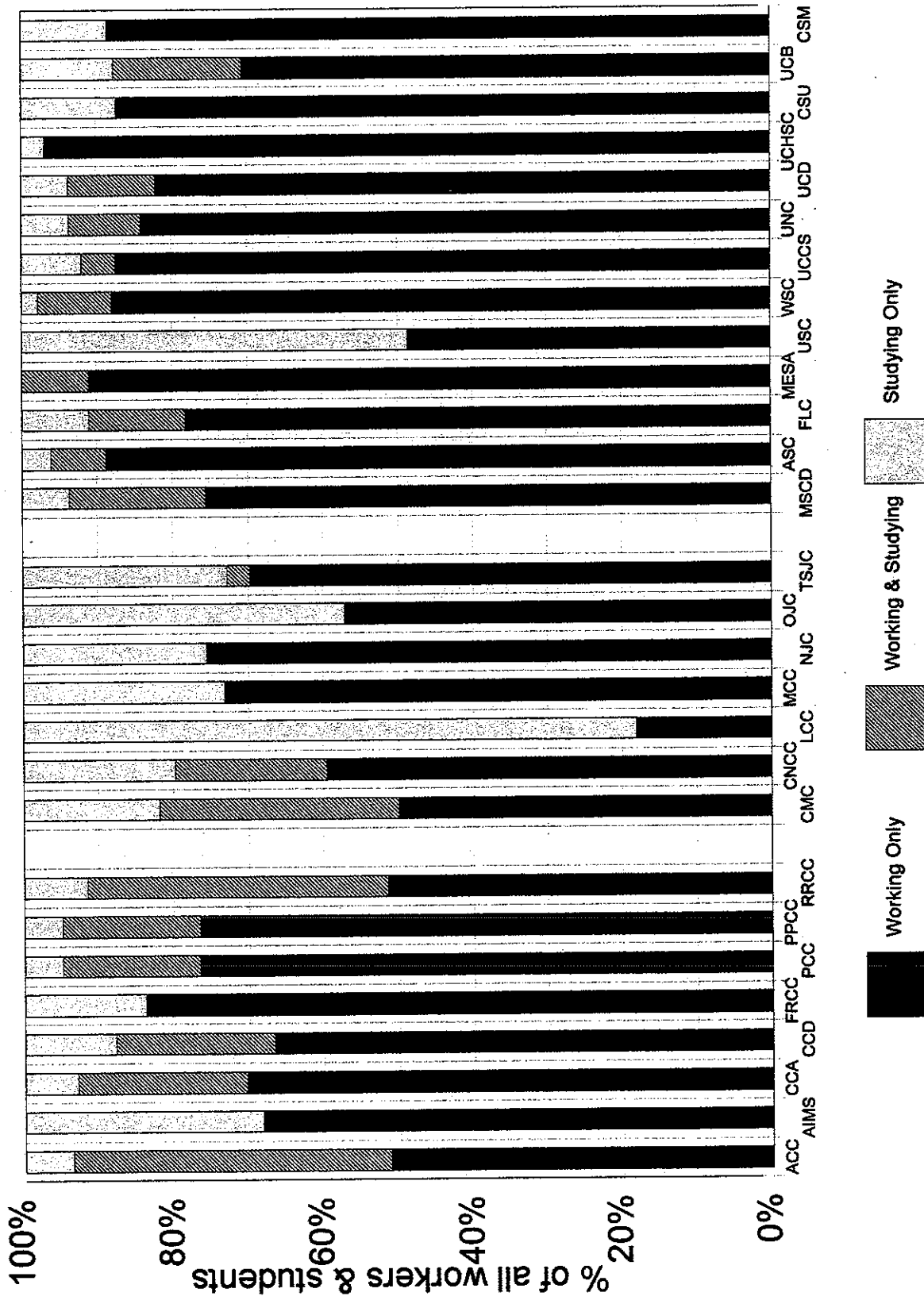
From the survey that Indicator 1 requires, we can see how many graduates are employed, unemployed, or out of the labor force, and for each of those groups how many are engaged in further study. While it is possible to report in great detail, this summary contrasts the post-graduation outcome of being unemployed and seeking work and not being engaged in further study with all other outcomes. The reported figures -- "unattachment rates" -- differ from the popularly reported unemployment rates by including in the base not only labor force participants but also, for example, parents voluntarily engaged fulltime in rearing their children. At 24 institutions, the unattachment rate is under 6 percent, which means immediately that the percentage of more desirable outcomes is over 94 percent. The graph of these results is displayed in the report section on Goal A, above.

The next graph shows the distribution of activities for those graduates working or studying. The largest group tends to be those who are just working. This makes good intuitive sense, as a large number of students are in college to prepare for employment. Community college graduates tend somewhat more than four-year institution completers to be doubling up, that is, to be both working and continuing their college studies.

Some institutions' data are incomplete as to the question of how the workers and continuing students are distributed. In this first year of QIS data collection, not all surveys could be modified to ask exactly the desired questions. Aims Community College, Front Range Community College, Lamar Community College, the University of Southern Colorado, and Colorado State University are among the colleges where this was the case.

Graduates Working, Studying, or Both

Urban 2-year, Rural 2-year, All 4-year

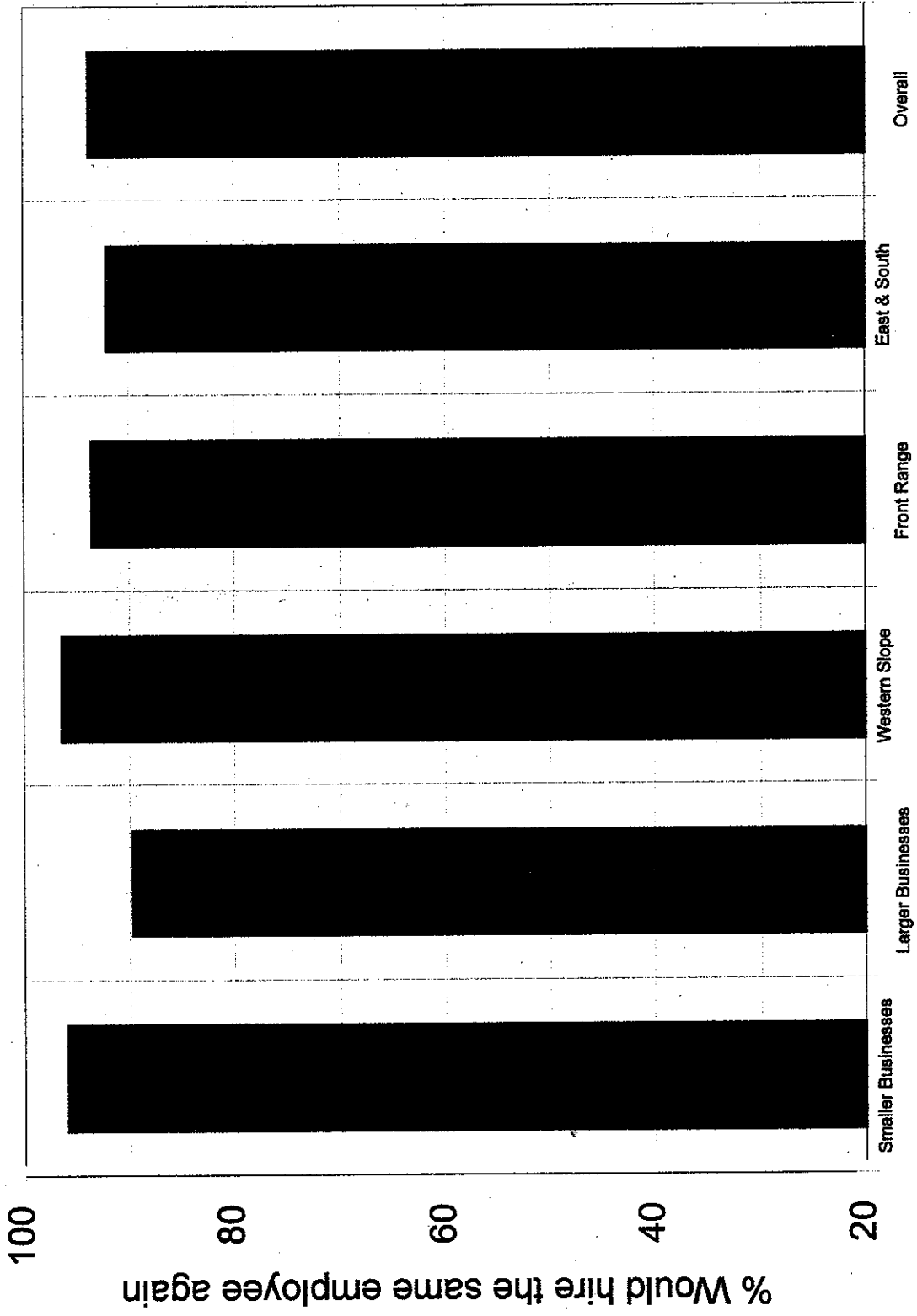


The quality of workforce training is the subject of the survey conducted for Indicator 5, Employer Satisfaction. Talmey-Drake Research and Strategy, Inc., an independent, private research firm, contacted 359 large and small employers from across the state, and asked for assessments of a range of employee characteristics, where the employees were all recent higher education graduates. The results of this survey are very positive.

Four different survey items addressed the overriding question for this survey, namely, how satisfied employers are with the quality of recent graduates. As shown in the graph below, more than 93 percent of employers answered the question, "When this employee was first hired, if you had known then what you now know about [his/her] attitude and different ability and skill levels, would you have hired this employee, or would you not have hired [him/her]?" with the response "Would have hired."

The amount of employer satisfaction is not only high, but remarkably consistent across the survey's size categories and geographic categories. The positive responses from smaller businesses, those with fewer than 100 employees, amounted to 96 percent. Larger businesses would hire the graduate again in 89.8 percent of the cases. Among Western Slope employers, approval was at 96.5 percent. In the Front Range, from the Wyoming border through Pueblo County, the figure was 93.6 percent. And 92.2 percent of the responses from employers in Southern and Eastern Colorado were affirmative.

Employer Satisfaction



The responses to three other questions of general satisfaction were very similar. Employers were asked, "Generally, how well would you say that the way this employee performs [his/her] job compared to your expectations you had for [him/her]?" The responses "Met expectations," "Somewhat exceeded expectations," and "Greatly exceeded expectations" accounted for 88.2 percent of all responses.

When asked, "And overall, how satisfied would you say you are with the job this employee does?" the respondents said they were somewhat satisfied or very satisfied in 93.8 percent of the cases.

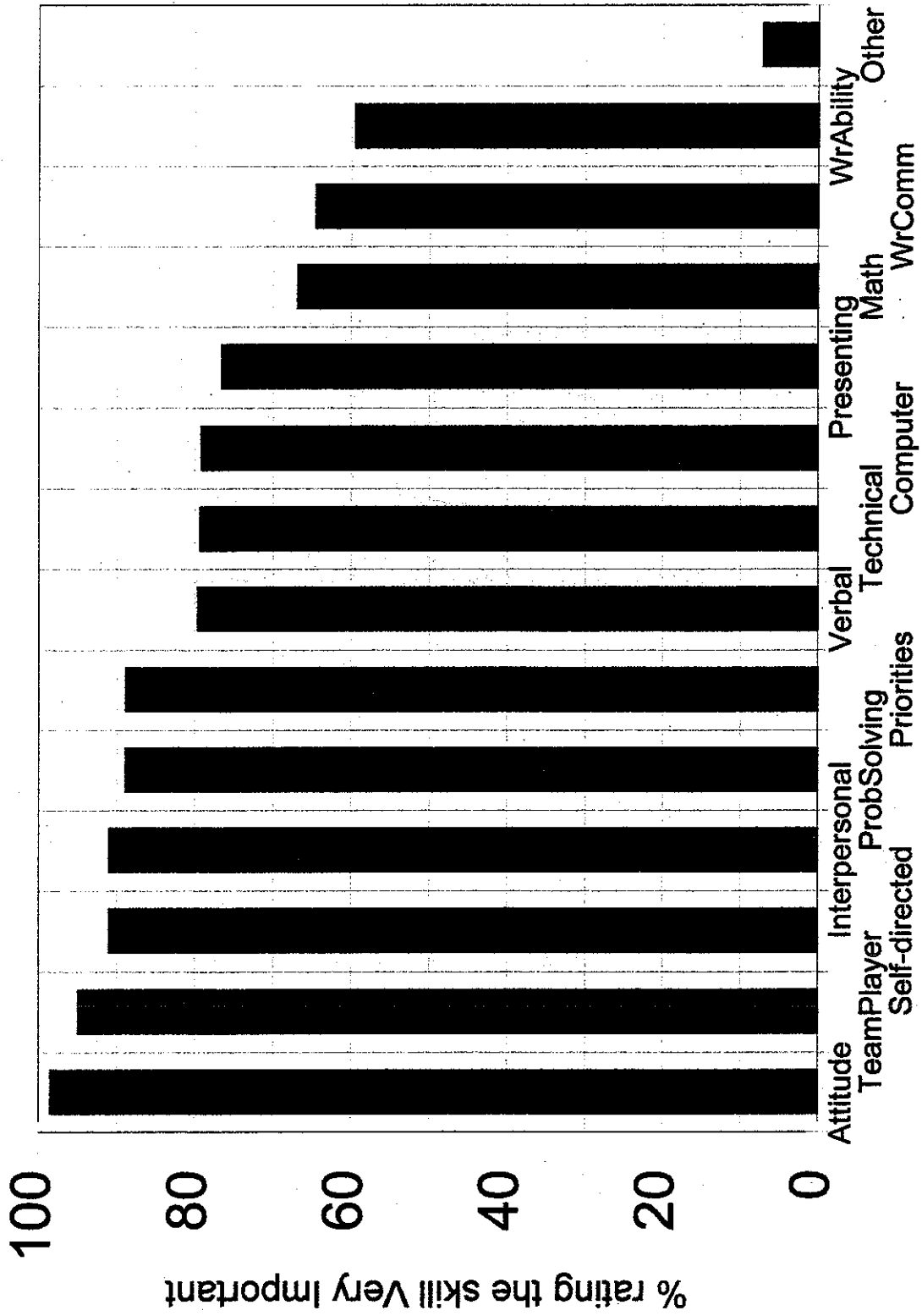
The survey included identification and assessment of essential skills for employees. After reviewing the importance of the skills, each respondent answered the question, "What grade would you give in terms of how [he/she] measures up overall on these critical skills?" Grades of B or better made up 90.6 percent of the responses.

The Talmey-Drake firm was careful to contact knowledgeable respondents, in order to assure valid assessments of the recent graduates. In 77.4 percent of the cases, the respondent was the employee's immediate supervisor. Furthermore, in 73 percent of the cases, the interviewed person had participated in originally hiring the employee.

Two tables below show the employers' ratings of the importance of each skill, and the graded performance of the employees on each skill. The ability that more employers rated as Very Important than any other was "Attitude, such as work ethic, attendance and effort." This was followed closely by "Being a team player." Technical skills and computer skills, which might be considered leading contributions that colleges can make to a student's education, were rated "Very important" by about 80 percent of the employers. Two items on writing, "Written communication skills" and "Writing ability" were called "Very important" by 64.6 and 59.6 percent of those responding, respectively.

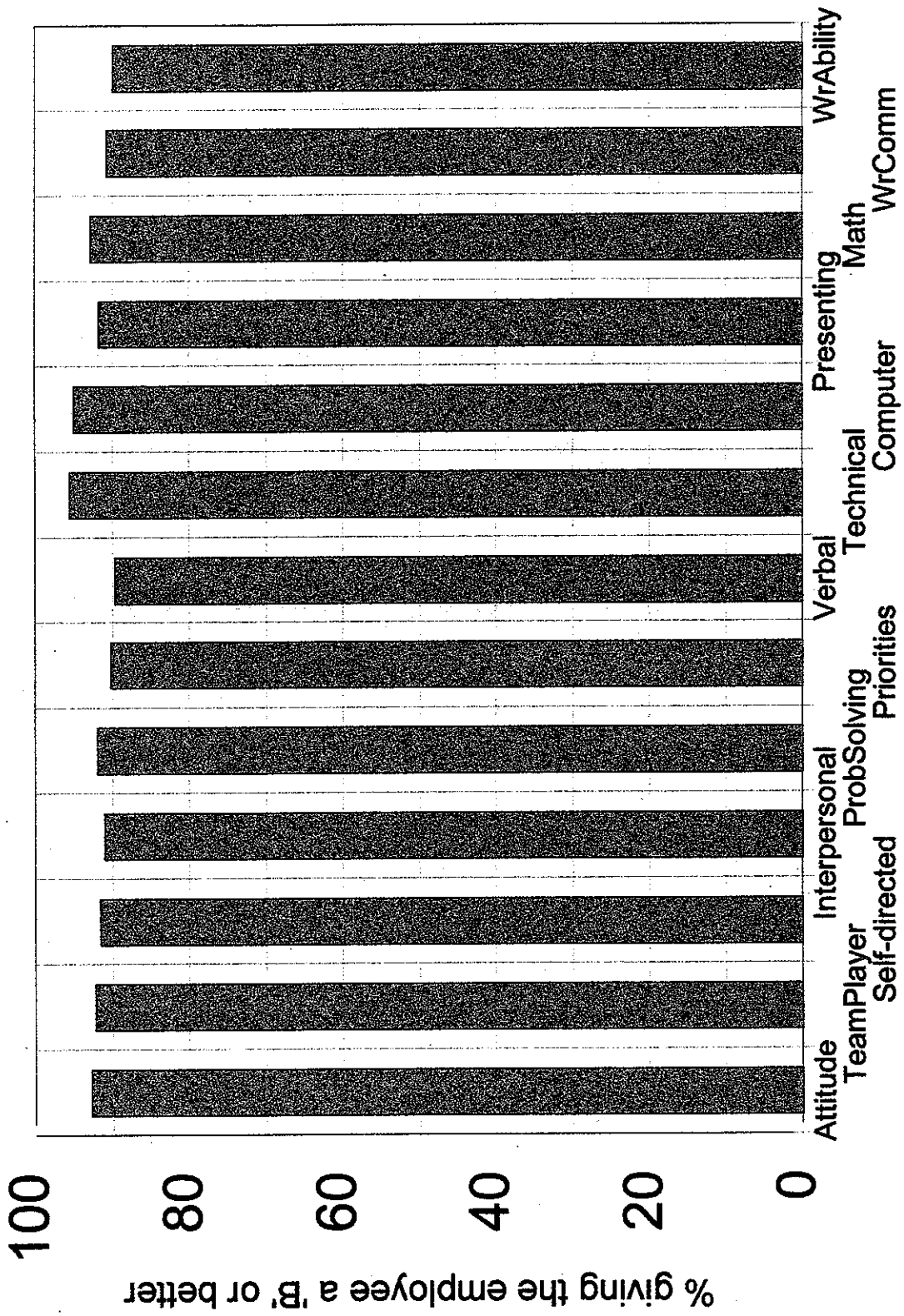
The fact that only 7.2 percent of those surveyed named any other skill, besides those already included, as critical for good job performance, confirms the comprehensiveness of the list. These abilities are truly the ones that mean performance and that lead to employer satisfaction with that performance.

Skill Importance



How did the graduates do on the job? Grades of B or better account for more than 90 percent of the responses, ranging from a low of 89.7 for verbal communication skills to a high of 95.5 percent for technical skills. Employees' performance, as graded by their supervisors, is consistently high across all these essential skills and abilities. And if colleges can be said to be the main source of technical skills and computer skills, they can be proud of the fact that these skill areas earned the most employer approval, at 95.5 and 94.9 percent B's or better, respectively.

Skill Performance



Numeric Indicators, Goal D: Use of Technology

No statewide numeric indicators address the technology goal. Information on the breadth and comprehensiveness of the institutions' technology plans is displayed in the best practices section of this report below.

Numeric Indicators, Goal E: Operational Productivity and Effectiveness

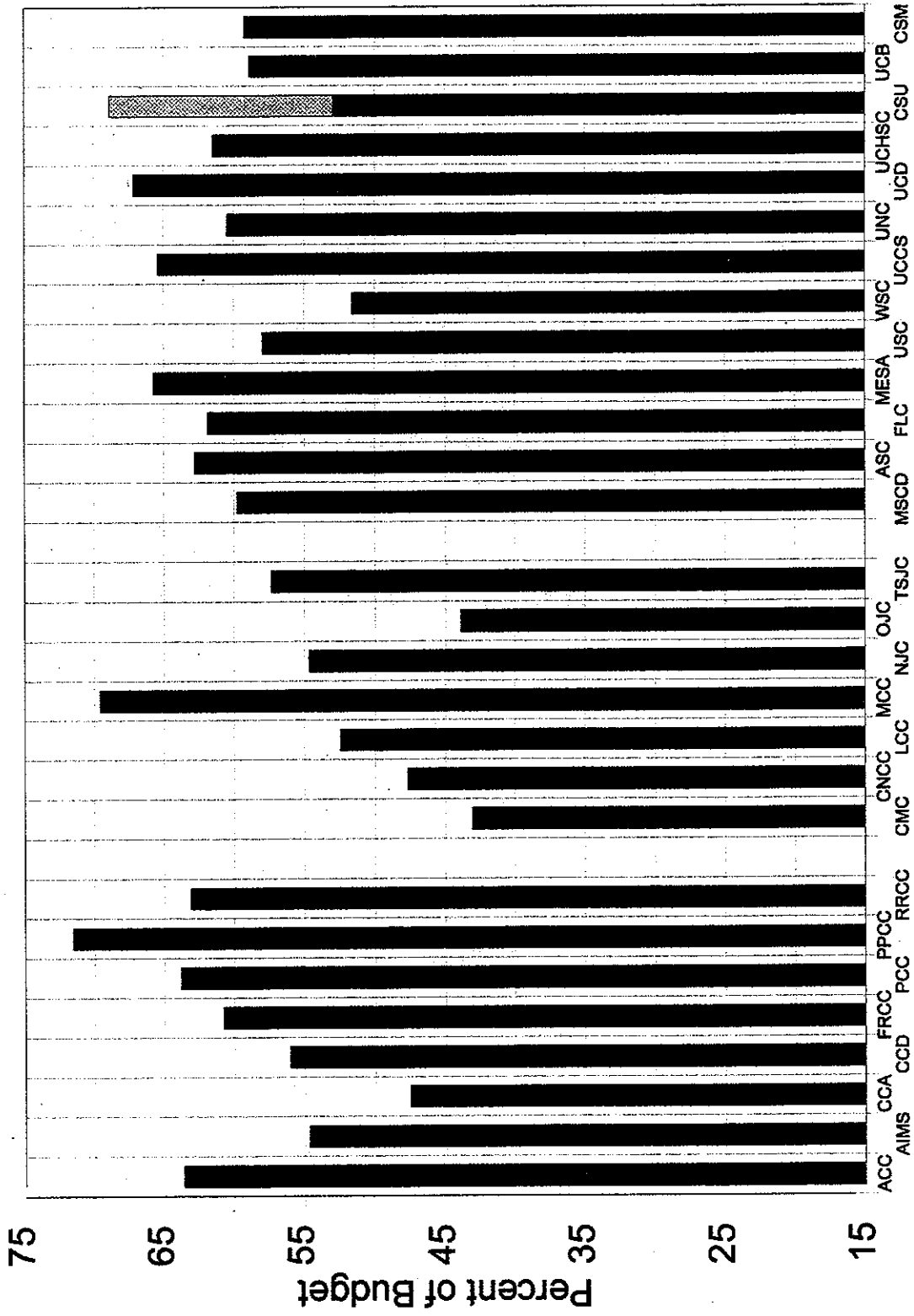
The fifth statewide goal is provision of services with a high level of operational productivity and effectiveness. Indicator 4, Advising, and Indicator 6, Instructional Expenses, bear on this goal.

Indicator 4, Advising, asks each institution to state which of twelve best practices in academic advising and career advising are in place at the institution. As noted in the discussion of advising under Goal A in the best practices section of this report below, most institutions have all of these practices in place.

Indicator 6, Instructional Expenses, shows the percentage of funds in the Educational and General budgets that go directly for instruction and academic support. Capital expenses are not part of this picture. The range of figures is from 43 percent to 72 percent among the two-year institutions, and from 52 to 69 percent among the four-year institutions. Only four institutions' figures are below 50 percent.

Two figures appear for Colorado State University. Unadjusted data from reports to the US Department of Education give a result of 53.3 percent. With the Forest Service, Agricultural Extension Service, Agricultural Experiment Station, and Veterinary School removed, expenditures for instruction and academic support comprise 68.9 percent of the educational and general budget. If reported separately, the Veterinary School would show a figure of approximately 70 percent.

Instructional Portion of E&G Budget



As a check on the budget allocations, it may be helpful to consider national comparative data. The chart below shows, for each Carnegie classification of higher education institutions, how Colorado institutions compare to other states' colleges and universities. In general, Colorado ranks in the upper half of the states.

1995-96 Instruction and Academic Support Expenditures (I&A)
as a Percent of Total E&G Expenditures and Transfers, Unrestricted
(FINSUM96, printed 12/1/98, Data Source: NCHEMS NCES Finance Dataset, 1995-96)

Colorado among States Reporting, by Institutions' Carnegie Classifications (with subdivided TwoYear classification)

Res. I	Doc. I	Doc. II	Mas. I	Bacc. II	Large2 > \$6M E&G	Small2 <=\$6M E&G	Medical
CA 62.55	VA 69.46	SD 72.52	VA 67.98	NH 73.19	IA 70.58	WI 67.60	GA 80.56
VA 61.82	PA 63.72	ID 68.74	OK 67.62	HI 68.62	ME 69.12	HI 67.06	TN 77.31
OH 60.93	TN 61.37	OR 68.38	NC 67.39	ID 67.10	GA 63.76	ME 66.82	LA 74.58
WA 60.86	NC 61.20	VA 66.25	ND 65.09	VA 64.14	ND 63.38	NC 66.13	OK 74.28
HI 60.53	OH 60.76	IN 65.25	MN 64.69	MO 63.88	NC 61.33	ND 65.54	TX 70.74
MN 58.82	CO 60.51	CO 64.21	CO 64.62	SD 59.83	OK 60.85	IA 65.32	OR 67.40
CT 57.61	AL 58.82	FL 63.90	KS 64.01	CO 59.76	OH 59.23	VA 64.54	SC 65.27
CO 56.08	TX 58.47	CA 63.04	ID 63.94	OK 58.04	MT 59.04	VT 64.41	MD 64.97
AZ 55.81	MS 58.04	MO 62.25	TN 63.83	ME 57.28	IL 58.70	TN 63.41	NY 61.84
MI 55.61	MO 57.89	NV 60.75	WA 63.74	ND 57.06	WV 57.90	SC 62.72	CO 61.54
IA 54.55	NY 56.65	OH 60.45	NE 63.07	PA 57.02	AL 57.66	AZ 62.63	MS 59.99
TN 54.39	IN 56.41	TN 60.37	CA 62.81	OR 56.90	NM 57.22	OK 62.48	NE 58.92
MO 54.23	GA 55.09	MI 60.20	GA 61.38	AL 56.60	MN 57.02	WA 62.05	KS 58.51
NC 54.20	MI 53.55	LA 59.12	ME 60.88	MN 56.50	AK 56.47	NE 61.86	AR 57.44
FL 54.03	KY 53.02	MD 58.68	IN 60.68	WA 55.56	CO 56.09	NV 61.41	OH 57.15
MA 53.91	AZ 52.27	TX 57.42	PA 60.47	WV 55.39	VA 55.37	PA 60.88	WV 56.65
KS 51.90	IL 50.13	ND 55.99	FL 60.39	AR 54.86	AR 53.97	LA 60.59	CT 53.31
TX 51.88		KS 55.53	NV 59.86	SC 54.16	IN 53.95	RI 60.24	PA 51.57
NY 51.30		MT 54.97	LA 59.78	OH 53.13	MI 53.74	MS 60.16	MA 47.75
IN 51.26		NJ 53.68	OH 59.64	IN 51.93	CA 53.74	MN 59.76	
MD 50.70		NH 51.32	MO 59.54	VT 51.90	KS 53.08	GA 59.71	
WV 50.53		NY 51.29	MT 59.25	NC 51.24	CT 52.77	FL 59.06	
PA 50.32		ME 48.95	AK 58.88	TX 50.96	TX 52.59	ID 58.83	
NM 48.92		MA 48.72	RI 58.62	NE 50.44	SC 52.54	MA 58.72	
AL 48.49		AL 45.71	AR 58.46	MT 49.69	MO 52.43	TX 58.69	
IL 47.97		AK 37.37	MA 58.05	NY 49.32	LA 51.56	MI 58.48	
KY 47.95			OR 57.47	MS 48.92	FL 49.56	CT 58.46	
WI 47.41			DE 57.01	MA 48.37	WY 49.38	CO 58.24	
NE 46.85			IA 56.14	UT 47.79	PA 47.39	WV 58.23	
OR 46.03			WV 55.88	NJ 41.88	NJ 47.04	CA 57.34	
LA 44.50			MI 55.69		MD 43.95	OR 57.29	
UT 44.49			WI 55.48		MA 40.06	AR 57.13	
GA 40.73			NY 55.39		MS 29.34	MD 57.09	
			TX 55.35			DE 56.87	
			SC 54.66			AL 56.41	
			NJ 54.62			MO 56.30	
			KY 54.29			IN 56.12	
			MD 54.27			KS 56.06	
			NH 54.01			UT 54.84	
			NM 54.00			NY 54.71	
			MS 53.77			IL 54.67	
			SD 53.32			WY 54.52	
			AL 52.81			NM 53.56	
			IL 52.71			OH 53.18	
			CT 51.17			NJ 52.76	
US 54.13	US 57.75	US 61.88	US 59.3	US 56.85	US 58.71	US 58.06	US 67.65

STATEWIDE BEST PRACTICES INDICATORS

The Quality Indicator System includes not only measures like the ones above, that give simple numbers as results, but also indicators that capture the ways in which higher education institutions are pursuing the statewide goals. These indicators, which ask institutions to document their implementation of certain processes, provide guidance in the direction of assuring that certain activities occur. A single practice, such as providing annual reports to students on their progress toward their degrees, might not guarantee a particular outcome, such as increasing the overall completion rate, but the aggregate effects of having practices in place that informed observers feel are desirable and effective could be quite strong.

The best practices approach is well established. For example, financial auditors routinely apply it. An organization undergoing an audit documents its implementation of certain procedures for handling cash, approving purchases and payments, writing checks, and so on. The presence of the best practices establishes a foundation of confidence in the quality of the financial operation. In higher education, too, the implementation of sensible practices establishes confidence in the fundamental soundness of the enterprise. Additional data complete the picture, in both environments.

Many factors undoubtedly affect students' rate of progress, their satisfaction with services, and their eventual contribution to the larger society. In areas where practicing professionals acknowledge certain processes as progressive and meritorious, it makes sense to monitor the presence of those best practices. Four of the statewide indicators use the best practices approach. These have to do with advising, technology, assessment and accountability, and linkages with the K12 education system.

Best practices indicators may develop in three different ways in the years ahead. First, taking the 1997-98 results as the baseline, each institution will report how the situation has changed qualitatively in subsequent years. Is the judgment on campus that the quality has improved or degraded or remained unchanged? And what activities or events support that judgment? Campus officials are close to the action, and have the best opportunity to notice changes and identify their impact.

Second, CCHE and the governing boards and institutions will evaluate the lists of best practices each year, and the degree to which the institutions are implementing them. As older practices get to be routine, and as newer ones come into acceptance as state-of-the-art, the Quality Indicator System will eliminate the obsolete practices and add the newer ones, thus effectively raising the standard for satisfactory performance in pursuit of the statewide goals.

A third development could be the identification of more quantitative measures that would stand in for the listed best practices. However, such measures were sought in the initial development of the QIS, and best practices indicators were selectively adopted only where they seemed to be more appropriate – more meaningful, more understandable – than numeric measures. The attractive simplicity of quantitative indicators remains, but the real-life complexity of students' experiences and colleges' activities also remains. Best practices may have a place in higher education accountability for some time to come.

Best Practices, Goal A: Efficient Provision of a High Quality Education

Three best practices indicators help monitor the efficient provision of a high quality education, one of the statewide goals. These are Advising, Technology Plan, and Assessment and Accountability.

In Indicator 4, Advising, 12 best practices in academic and career advising are listed for reporting. These practices were derived, as all the indicator definitions were, in consultation with representatives of all governing boards and their institutions. The work done on advising under the SB-136 policy area accountability legislation was a good starting point for selecting these practices in academic and career counseling. Specifically, the indicator definition reads:

... the institution will provide survey data, reports, publications, policies, etc., demonstrating that the following practices are in place:

- The institution requires academic advising before registration.
- The institution provides a formal orientation program for new students.
- The institution offers academic and career advising for students with and without declared majors, and offers specific advising services for students declaring or changing majors.
- Students with a declared major are assigned a faculty advisor within their major department.
- There is an "early warning" system for at-risk students that requires special advising and/or other services for these students.
- Information is given to students on progress toward their degree at least once per year.
- Advising is available for high school students taking college-level courses.
- Information is given to students in all majors with a model or sample term-by-term schedule for graduating efficiently.
- The institution makes advising information and answers to advising questions available on-line and/or by phone.
- The institution provides information about how closely employment opportunities are associated with academic program areas.
- Advising is considered in the faculty reward system.
- Regular evaluation for effectiveness includes input from students, faculty, and staff.

Seventeen institutions report implementing all 12 best practices, with another eight saying they have all but one of them in place. The Health Sciences Center, which takes its youngest students only after they have completed two years of college, has not implemented only the practice of advising high school students enrolled in college courses. One school with all of the practices in place says its advising is still "not strong enough." This self-assessment demonstrates the importance of not just counting implemented practices, but monitoring the overall quality of the practices and the outcomes.

COMMUNITY COLLEGES

ADVISING	URBAN								RURAL						
	Arapahoe Community College	Aims Community College	Community College of Aurora	Community College of Denver	Front Range Community College	Pueblo Community College	Pikes Peak Community College	Red Rocks Community College	Colorado Mountain College	Colorado NW Community College	Lamar Community College	Morgan Community College	Northeastern Junior College	Otero Junior College	Trinidad State Junior College
1. The institution requires academic advising before registration.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. The institution provides a formal orientation program for new students.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3. The institution offers academic and career advising for students with and without declared majors, and offers specific advising services for students declaring or changing majors.	●	●	●	●	●	●	●	●	●		●	●	●	●	●
4. Students with a declared major are assigned a faculty advisor within major department.	●	●	●	●		●	●	●	●		●	●	●		
5. There is an "early warning" system for at-risk students that requires special advising and/or other services for these students.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Information is given to students on progress toward their degree at least once per year.	●	●	●	●	●	●	●	●	●		●	●	●	●	●
7. Advising is available for high school students taking college-level courses.	●	●	●	●	●	●	●	●	●		●	●	●	●	●
8. Information is given to students in all majors with a model or sample term-by-term schedule for graduating efficiently.	●	●	●	●	●	●	●	●	●	●	●			●	●
9. The institution makes advising information and answers to advising questions available on-line and/or by phone.	●	●	●	●	●	●	●	●	●		●	●	●	●	●
10. The institution provides information about how closely employment opportunities are associated with academic program areas.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
11. Advising is considered in the faculty reward system.	●	●		●	●	●	●	●	●		●	●	●	●	●
12. Regular evaluation for effectiveness includes input from students, faculty, and staff.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

COLLEGES AND UNIVERSITIES

ADVISING	Metropolitan State College of Denver	Adams State College	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colo.-Denver	University of Colo. HSC	Colorado State University	University of Colorado-Boulder	Colorado School of Mines
1. The institution requires academic advising before registration.	●	●	●	●	●	●	●	●	●	●	●	●	●
2. The institution provides a formal orientation program for new students.	●	●	●	●	●	●	●	●	●	●	●	●	●
3. The institution offers academic and career advising for students with and without declared majors, and offers specific advising services for students declaring or changing majors.	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Students with a declared major are assigned a faculty advisor within major department.	●	●	●	●	●	●	●	●	●	●	●	●	●
5. There is an "early warning" system for at-risk students that requires special advising and/or other services for these students.	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Information is given to students on progress toward their degree at least once per year.	●	●	●	●	●	●	●	●	●	●	●	●	●
7. Advising is available for high school students taking college-level courses.	●	●	●	●	●	●	●	●	●	●	●	●	●
8. Information is given to students in all majors with a model or sample term-by-term schedule for graduating efficiently.	●	●	●	●	●	●	●	●	●	●	●	●	●
9. The institution makes advising information and answers to advising questions available on-line and/or by phone.	●	●	●	●	●	●	●	●	●	●	●	●	●
10. The institution provides information about how closely employment opportunities are associated with academic program areas.	●	●	●	●	●	●	●	●	●	●	●	●	●
11. Advising is considered in the faculty reward system.	●	●	●	●	●	●	●	●	●	●	●	●	●
12. Regular evaluation for effectiveness includes input from students, faculty, and staff.	●	●	●	●	●	●	●	●	●	●	●	●	●

Indicator 7, Technology Plan, is another best practices indicator, for which each institution shows how many of five listed planning areas are included in its technology plan. Twenty-six colleges and universities report including all five areas. The indicator definition states:

... the institution will provide survey data, reports, publications, policies, etc., demonstrating that the following practices are being implemented as part of the institution's technology plan:

- The institution uses technology, such as distance learning and Internet courses, to deliver instruction.
- Technology is a significant component of the instructional environment, as shown by the availability and use of computer labs, e-mail, Internet services, and electronic library systems.
- The institution takes steps to assure that the selected technologies are appropriate to the teaching/learning situations in which they are to be used.
- Technology demonstrably enhances the teaching/learning process at the institution.
- Professional development for faculty and staff includes technical training and assistance.

Giving attention to the technology-related planning areas shows breadth and comprehensiveness of planning, which contributes to the two state goals of providing a high quality education and of using technology appropriately to enhance learning and to control costs.

This indicator may be a candidate for revision as described in the introduction to the best practices section of this report. The list of practices may come to focus more on implementation of the institutional plans, and quantitative measures of achievement may be reported. Technology changes rapidly, which suggests that specific new best practices may also become known, and become material for this indicator.

CCHE has established a technology working group, which has met regularly during the past year to outline future directions for technology in higher education statewide. The needs and initiatives involved in that group's deliberations are next steps that can keep Colorado's educational technology current and effective. The good performance of the state's higher education institutions with existing resources should be read as a report on the current situation, and not as a signal to relax and fall off the pace of new technology deployment.

COMMUNITY COLLEGES

TECHNOLOGY	URBAN								RURAL						
	Arapahoe Community College	Aims Community College	Community College of Aurora	Community College of Denver	Front Range Community College	Pueblo Community College	Pikes Peak Community College	Red Rocks Community College	Colorado Mountain College	Colorado NW Community College	Lamar Community College	Morgan Community College	Northeastern Junior College	Otero Junior College	Trinidad State Junior College
1. The institution uses technology, such as distance learning and Internet courses, to deliver instruction.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
2. Technology is a significant component of the instructional environment, as shown by the availability and use of computer labs, e-mail, Internet services, and electronic library systems.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
3. The institution takes steps to assure that the selected technologies are appropriate to the teaching/learning situations in which they are to be used.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
4. Technology demonstrably enhances the teaching/learning process at the institution.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
5. Professional development for faculty and staff includes technical training and assistance.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

COLLEGES AND UNIVERSITIES

TECHNOLOGY	Metropolitan State College of Denver	Adams State College	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colo.-Denver	University of Colo. HSC	Colorado State University	University of Colorado-Boulder	Colorado School of Mines
1. The institution uses technology, such as distance learning and Internet courses, to deliver instruction.	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Technology is a significant component of the instructional environment, as shown by the availability and use of computer labs, e-mail, Internet services, and electronic library systems.	●	●	●	●	●	●	●	●	●	●	●	●	●
3. The institution takes steps to assure that the selected technologies are appropriate to the teaching/learning situations in which they are to be used.	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Technology demonstrably enhances the teaching/learning process at the institution.	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Professional development for faculty and staff includes technical training and assistance.	●	●	●	●	●	●	●	●	●	●	●	●	●

Indicator 8, Assessment and Accountability, is also a best practices indicator related to providing a high quality education. It is in the QIS to promote continuity in higher education self-evaluation and planning. Institutions performing well on this indicator will be continuing previous accountability processes. As an assessment of assessment, this indicator is both unusual and valuable. Twenty institutions report that their assessment and accountability processes address all six of the listed best practices. There are, however, institutions whose reports omit evaluative statements, and some who show only some of the assessment areas as active. The indicator definition reads:

The institution will provide a brief description of the assessment process and the ways in which the results are used for institutional decision making. The institution will provide survey data, reports, publications, policies, etc., demonstrating that it assesses outcomes and uses assessment results in the following areas:

- Student learning
- Student persistence and completion of educational objectives
- Placement rates
- Transfer rates
- After-graduation performance
- Student satisfaction

The fact that after-graduation performance and student satisfaction appear in this list, as well as appearing separately among the current QIS statewide indicators, testifies to the long-standing interest in these important areas. A critical component of this indicator is requiring each institution to show that it actually uses the gathered information.

COMMUNITY COLLEGES

ASSESSMENT	URBAN								RURAL						
	Arapahoe Community College	Aims Community College	Community College of Aurora	Community College of Denver	Front Range Community College	Pueblo Community College	Pikes Peak Community College	Red Rocks Community College	Colorado Mountain College	Colorado NW Community College	Lamar Community College	Morgan Community College	Northeastern Junior College	Otero Junior College	Trinidad State Junior College
Assesses outcomes and uses assessment results in the following areas:															
1. Student learning.	●	●	●	●	●		●	●	●	●	●	●	●	●	●
2. Student persistence and completion of educational objectives.	●	●	●	●	●		●		●	●	●	●	●	●	●
3. Placement rates.	●	●	●	●	●		●		●	●	●		●	●	●
4. Transfer rates.	●	●	●	●	●		●	●	●	●			●	●	●
5. After-graduation performance.	●	●	●	●	●		●	●	●	●			●	●	●
6. Student satisfaction.	●	●	●	●	●		●		●	●	●	●	●	●	●

COLLEGES AND UNIVERSITIES

ASSESSMENT	Metropolitan State College of Denver	Adams State College	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colo.-Denver	University of Colo. HSC	Colorado State University	University of Colorado-Boulder	Colorado School of Mines
Assesses outcomes and uses assessment results in the following areas:													
1. Student learning.	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Student persistence and completion of educational objectives.	●	●	●	●	●		●		●	●	●	●	●
3. Placement rates.	●	●	●	●	●	●	●		●	●	●	●	●
4. Transfer rates.	●	●	●	●	●	●	●		●	●	●	●	●
5. After-graduation performance.	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Student satisfaction.	●	●	●	●	●	●	●	●	●	●	●	●	●

Best Practices, Goal B: K12 Linkages and Teacher Preparation

The statewide goal that higher education will collaborate with elementary and secondary education on systemic reform and will create appropriate linkages with the K12 system is addressed by the two-part Indicator 9, K12 Linkages and Teacher Preparation. Numeric data from the second part, teacher preparation, are in this report's section on quantitative indicators. The definition of best practices for the first part follows:

The institution will provide survey data, reports, publications, policies, etc., showing that the institution creates linkages with elementary and secondary education in the following ways, to the extent they are consistent with the institution's role and mission:

For All Institutions:

Articulates and communicates the skills and abilities that a freshman student must have to be successful at the institution.

Participates in outreach experiences and programs cooperatively designed by elementary, secondary, and higher education.

Monitors outreach experiences' and programs' success in enrolling, retaining, and graduating students from economically disadvantaged and traditionally underrepresented groups.

Encourages and allows secondary students to take postsecondary courses

Integrates experiential learning into the curriculum.

Implements admissions standards and practices based on standards developed in elementary and secondary education.

Conducts or participates in K12/postsecondary faculty-to-faculty exchanges and conferences.

Twenty-two institutions report that all seven listed good practices regarding linkages with K12 education are in place. The Health Sciences Center omits only the practice of enrolling secondary students. The self-evaluations are positive across the board, with the least satisfaction expressed in evaluations that include characterizations like "adequate" and "increasingly strengthened."

COMMUNITY COLLEGES

K-12 LINKAGES	URBAN								RURAL						
	Arapahoe Community College	Aims Community College	Community College of Aurora	Community College of Denver	Front Range Community College	Pueblo Community College	Pikes Peak Community College	Red Rocks Community College	Colorado Mountain College	Colorado NW Community College	Lamar Community College	Morgan Community College	Northeastern Junior College	Otero Junior College	Trinidad State Junior College
1. Articulates and communicates the skills and abilities that a freshman student must have to be successful at the institution.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Participates in outreach experiences and programs cooperatively designed by elementary, secondary, and higher education.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3. Monitors outreach experiences' and programs' success in enrolling, retaining, and graduating students from economically disadvantaged and traditionally underrepresented groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Encourages and allows secondary students to take postsecondary courses.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Integrates experiential learning into the curriculum.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Implements admissions standards and practices based on standards developed in elementary and secondary education.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
7. Conducts or participates in K-12 / postsecondary faculty-to-faculty exchanges and conferences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

COLLEGES AND UNIVERSITIES

K-12 LINKAGES	Metropolitan State College of Denver	Adams State College	Fort Lewis College	Mesa State College	University of Southern Colorado	Western State College	University of Colo.-Colo. Springs	University of Northern Colorado	University of Colo.-Denver	University of Colo. HSC	Colorado State University	University of Colorado-Boulder	Colorado School of Mines
1. Articulates and communicates the skills and abilities that a freshman student must have to be successful at the institution.	●	●	●	●	●	●	●	●	●	●	●	●	●
2. Participates in outreach experiences and programs cooperatively designed by elementary, secondary, and higher education.	●	●	●	●	●	●	●	●	●	●	●	●	●
3. Monitors outreach experiences' and programs' success in enrolling, retaining, and graduating students from economically disadvantaged and traditionally underrepresented groups.	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Encourages and allows secondary students to take postsecondary courses.	●	●	●	●	●	●	●	●	●	●	●	●	●
5. Integrates experiential learning into the curriculum.	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Implements admissions standards and practices based on standards developed in elementary and secondary education.	●	●	●	●	●	●	●	●	●	●	●	●	●
7. Conducts or participates in K-12/postsecondary faculty-to-faculty exchanges and conferences.	●	●	●	●	●	●	●	●	●	●	●	●	●

Best Practices, Goal C: Workforce Preparation and Training

No statewide best practices indicators relate to workforce preparation. Numeric data on employment, professional examination pass rates, and employer satisfaction appear in the numeric indicators section above.

Best Practices, Goal D: Use of Technology

The fourth statewide goal has to do with the use of technology. Indicator 7, Technology Plan, which also relates to the first statewide goal of high quality education, provides data about the comprehensiveness and quality of the colleges' and universities' technology plans. The indicator asks for documentation of planning in five areas of technology use, and for an evaluative statement.

The data are displayed in a chart in the report section on Goal A above. Twenty-six institutions have plans that address all five areas. They assess their activities as generally "strong," "successful," and "doing well."

Best Practices, Goal E: Productivity and Effectiveness

Advising best practices being used are shown in the section on Goal A above. These practices involve and influence students a great deal. The widespread implementation of all of these practices is a positive sign.

STATEWIDE INDICATORS SUMMARY AND OUTLOOK

This concludes the summary presentation of Quality Indicator System data from the statewide indicators for 1997-98. Summary reports of data from the local indicators for individual governing boards and institutions appear in the following pages. It is good news for the state that the overall picture is positive. There is always room for improvement, and always some variation among activities and institutions. This is true in higher education, and true throughout the public and private sectors, as well.

Colorado's colleges and universities are making progress toward the five statewide goals spelled out in the Higher Education Quality Assurance Act. The institutions are providing high quality, efficient, and expeditious undergraduate education. They are assisting elementary and secondary education in achieving systemic reform, and are creating appropriate linkages with the K12 system. Surveys of after-graduation performance and of employer satisfaction with recent graduates document the provision of workforce preparation and training. The institutions are using technology to lower capital and administrative costs and to improve the quality and delivery of education. And, finally, higher education institutions are providing services with a high level of productivity and effectiveness.

Colorado's higher education system now has the advantage of having its Quality Indicator System in place, and being able to monitor and document its progress. Since much care has gone into identifying meaningful indicators, and since the legislation includes provision for modifying the indicators as times change, there can be confidence in the continued utility of the system, even as the challenges and opportunities for higher education shift.

Recognition of each institution's role and mission is built into the system. The most important benchmark for each college or university is its own previous performance, and the most important objective is continuous improvement.

The governing boards and institutions are now considering their responses to the QIS data currently in hand. Their plans, and accounts of actions already initiated, will be the substance of reports to the General Assembly and others as provided by law, to be submitted by January 30, 1999. These reports will identify some potential uses of QIS incentive funding that may be recommended by CCHE.

All participants in the higher education enterprise, including legislators, taxpayers, administrators, students, and faculty members, recognize that accountability is a continuing dialogue. The data reported in these pages helps ground that dialogue in documentable reality.

LOCAL INDICATORS FROM GOVERNING BOARDS AND INSTITUTIONS

The brief reports on the following pages summarize the data gathered by governing boards and institutions for local indicators. The local indicators help shed light on the challenges and achievements unique to the reporting institutions. Differences in role and mission make it unreasonable to ask only for uniform data from all of the state's colleges, and make it obvious that different material is relevant to monitoring and assessing the performance of each college.

The governing boards and institutions prepared full reports on the statewide and local indicators, and submitted these volumes to the Commission on Higher Education. Interested parties may contact the Commission, the governing boards, or the individual institutions to read or have copies of the complete reports.

As with the report of statewide indicator data above, there is much loss of detail in the summaries below. The general picture, however, is clearly positive. Much professionalism and enthusiasm characterize higher education in Colorado.

The summary reports appear in an order which reflects the governing board structure of public higher education, and also reflects the highest admissions selectivity level of any institution under a given board's purview. The Colorado School of Mines appears first, followed by the University of Colorado system, the institutions under the State Board of Agriculture, the University of Northern Colorado, the State Colleges, Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, and the Community College and Occupational Education System institutions.

COLORADO SCHOOL OF MINES

The institutional indicators for the Colorado School of Mines align with the specialized mission of the institution in science and engineering. These indicators confirm the School's adherence to best practices which relate to this mission, and which target pre-college students, admissions and the academic profile of the student body, faculty expertise, the participation of the governing board, the network of employers and technical advisors, the placement of graduating students, the satisfaction of alumni, and the overall return-on-investment in an education at Mines. The School identifies specific practices to foster excellence in each of these areas, reports the extent to which these practices are fulfilled, lists sources of supporting evidence, and assesses actions to improve the effectiveness of each practice. Some quantitative measures are also included. For example, in supporting the education of approximately 3,200 students, 13 academic departments have Board level technical links with 84 different companies, 21 universities, 6 government agencies and 23 private consultants. In addition, the School hosted 152 recruiting organizations in 1997-98. More than 95 percent of BS graduates are placed in their fields, with an average annual starting salary of nearly \$40,000. Ninety-six percent of the alumni considered their Mines education as "excellent" or "good", with more than 60 percent expressing a strong likelihood of making philanthropic contributions to the School. A simple annualized computation on return-on-investment based on average student costs to average starting salary shows a return of 250 percent.

UNIVERSITY OF COLORADO AT BOULDER

Our indicators web site -- <http://www.colorado.edu/pba/qis> -- documents our achievements on both state and custom performance indicators. Briefly,

- CU-Boulder provides high quality undergraduate education, with the state's highest graduation rates; graduates who say their educational goals were met; comprehensive, evolving programs for assessment, advising, and teaching; a commitment to diversity; and an unparalleled learning environment.
- Our School of Education contributes to the education of Colorado children.
- CU-Boulder prepares students not just for an immediate job, but for life-long learning and citizenship, with curricula designed around skills students need.
- The ATLAS initiative makes us a leader in incorporating information and communication technologies in teaching, learning, research, and outreach.
- CU-Boulder contributes to the state through monies attracted from outside Colorado, faculty inventions and patents, partnerships with organizations across the state, and outreach activities. Administrative cost containment programs are enhancing operational efficiency and productivity.
- CU-Boulder's research and creative work contributes to student educational experiences and to scholarship at state, national, and international levels. Award-winning and unique graduate programs make CU-Boulder the premier graduate institution in the state of Colorado.

UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER

Responsive to Changing Health Care Environment: Interdisciplinary programs include Human Medical Genetics and the Center on Aging; Delivers instruction using technology such as tele-education. Efficiency and Effectiveness: HSC attracts \$4 for each \$1 invested by the State, and with UH and UPI, attracts \$10 for each \$1; Over 2,000 volunteer faculty. Scholarship and Health Sciences Research: Ranks in top 20 institutions nationally in research and research funding; Sponsored research support increased by 25% to \$175 million between 1994 and 1997; Nearly 800 research awards received in 1996-97, an increase of 10% from 1995-96; 150% increase in invention disclosures for scientific researchers from 1994 to 1997. Educational Programs: 91% academic satisfaction rate for 1997 alumni of graduate and professional programs; 100% of M.D. graduates obtained the residency of their choice for the last 5 years; 95.5% of Physical Therapy M.S. students graduated with their class; 100% of ethnic minority students admitted to the last four Dental Hygiene classes graduated; Program demand illustrated by applicants accepted: 7% for M.D., 9% for Pharmacy Ph.D.; 3.73 or higher GPA's for 1995-96 students in M.S. courses with critical thinking content. Health Care Services: \$64 million in care provided by the campus community to Colorado's disadvantaged citizens; More than 500 School of Medicine faculty listed in *The Best Doctors in America 1996-1997*; Approximately 96% of University Hospital patients are Colorado citizens. Economic Impact and Outreach: Fifth largest employer in the Denver area with a \$670 million campus economy for 1996-97; Since 1992, HSC groups visited 85 communities and 154 health care sites in Colorado.

UNIVERSITY OF COLORADO AT DENVER

CU-Denver integrates teaching, research and service and connects the campus to the community by encouraging students to perform community service as part of service learning courses, providing undergraduate research grants to students under the guidance of the faculty, providing internships, field study and practica for students, and sponsoring numerous projects and programs that benefit external communities. CU-Denver uses technology to enhance teaching and learning through offering a significant number of courses on-line, using e-mail to communicate with students, using the World-Wide-Web in courses, utilizing smart classrooms for instruction, providing training for faculty members in the use of technology, and creating a faculty design lab. CU-Denver makes a conscious effort to deliver instruction, student services, and administrative services in an efficient manner through the Student Assistance Center that provides a centralized location for student services, using web pages to deliver information to students, faculty and staff, providing opportunities for high school students to enroll in college level courses, and applying a single core curriculum to all undergraduates. Departments determine program alignment with business needs through focus groups, surveys, and meetings with advisory boards. 78% of baccalaureate degree recipients and 82 % of graduate degree recipients believe their degree aided them significantly in advancing in their careers. Program review identifies strengths, weaknesses and strategies for improvement/goal alignment. Linkages with K12 education occur through partner school projects, pedagogic and discipline research at partner schools, and faculty who provide staff development opportunities for K12 teachers.

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

As the Pikes Peak Region's only state-supported university, CU-Colorado Springs fulfills a mission centered on meeting the needs in this greater metropolitan area. The campus indicators assess institutional effectiveness as visible and viable partner with regional business, industry, education and government. Selected measures reveal:

- 82% of recent graduates are employed, and 27% are enrolled in further study.
- 84% of those employed stayed in Colorado, with 3/4th working in the Pikes Peak region.
- 89% of recent graduates said they would recommend CU-Colorado Springs to a prospective student, and over 83% reported that they would be interested in sending their children to college at CU-Colorado Springs.
- Input from regional employers is reflected in several measures related to the use of university and college-level advisory boards. Currently, 228 different companies and organizations are represented on chancellor or college advisory boards, alone.
- CU-Colorado Springs faculty lend expertise in areas that directly influence the region's economic development, enhancing the quality of living, and solving problems specific to this area. One important related measure from the indicators is that 50.5% of recent baccalaureate graduates report working directly with faculty on research or creative projects.

COLORADO STATE UNIVERSITY

Colorado State University has identified seven institutional quality indicators. The status for each indicator is summarized below.

Diversity: CSU is steadily increasing the diversity of its undergraduate and graduate students, faculty, and staff. The new Diversity Plan for 1998-2003 is in place and all academic colleges and other units have created their own plans as well.

Undergraduate Experience: Under the rubric of an integrated learning experience, CSU has implemented a renewed focus on the undergraduate experience. Much of this is centered on a new all-University core curriculum, an enhanced Honors Program, a new retention program, and restructured international programs.

Accountability: CSU has implemented a post-tenure review policy.

Technology Integration: CSU is keeping pace, but new state resources are essential to continued integration of instructional/information technology in the education process.

Research and Scholarly Activities: CSU is a national research university, and its research and scholarly activities are highly successful.

Outreach: Outreach through Cooperative Extension and technology transfer of all sorts is being transformed to continue CSU's land-grant mission.

Accommodating Enrollment Growth: In response to growth, especially in new resident freshmen, CSU is making efficient and effective internal reallocations for instruction and facilities, and seeking new sources of revenue.

FORT LEWIS COLLEGE: Outreach, Pre- & Post-Tenure Review and Quality of Education

Fort Lewis College is uniquely recognized and appreciated in its extensive outreach to the region as the only four-year institution within the 150,000 square mile area. This outreach goes beyond simply service to the region, as it provides tremendous opportunities for student learning in line with one of the college's educational goals; "Action as Responsible Application of Academic Learning" and for workforce preparation. Due to the small size and "high-touch" philosophy at Fort Lewis College, our students are provided with opportunities to interact with faculty on research and community service activities both in and out of the classroom and throughout the Four Corners. Geographic isolation and resource constraints limit chances for students to present and share their work however. As an undergraduate institution, emphasis is specific to student learning. Faculty teach 100% of classes and faculty review policies and procedures are now consistently implemented. Forty-three faculty members participated in post-tenure review in the 1997/98 year, in which student evaluations are critical. These 43 reviews represent 33.6% of all tenured faculty (128), in line with the three-year cycle for post-tenure review. Personnel actions taken over the last five-year period, where 38% of tenure candidates were tenured, 25% resigned or were denied, and 37% are still pre-tenure, represent the rigor of the personnel process, as well as the College's success in making appropriate appointments at the outset. Faculty and administrators focus on teaching and learning, which is correlated with the excellent feedback from graduates. Student satisfaction with their education is extremely high among graduates - giving FLC an overall 3.5 "GPA" on a four-point scale.

UNIVERSITY OF SOUTHERN COLORADO (USC)

USC institutional quality indicator (IQI) data highlights our successes as well as improvement opportunities that could be realized with the strategic redeployment of existing funds and use of new funding. USC's increased capacity to meet the continuing demand for alternative delivery courses (e.g., evening, weekend, online)(IQI #1) is a just one success story. Further, expanded recruitment efforts have resulted in the relative stability of entering minority first-time freshmen as a percentage of the overall incoming class (IQI #2). Further, minority enrollment, as a proportion of the total USC enrollment, has increased (IQI #3). Other successes: the AY 98-99 implementation of a faculty post-tenure review process (IQI #4) and the increased integration of technology into USC's instructional environment (IQI #5). USC is satisfied with its progress on the three indicators: improving undergraduate education, undergraduate involvement in research, and minority graduation rates. Though USC's story is positive, USC must be proactive when addressing institutional challenges. Significant challenges include maintaining adequate staffing levels in the area of technology software/hardware training and support, the development of a student-centered information system, and the full implementation of a campus assessment program that effectively supports the use of student achievement data. The goal is an integrated instructional and institutional research function that effectively serves the USC community and all external constituents. USC acknowledges its successes and remains focused on strategic opportunities for improving the student experience, and ultimately, student success. Both new and existing funds are required to translate these opportunities into reality.

UNIVERSITY OF NORTHERN COLORADO

Institutional indicators provide additional evidence of instructional quality and efficiency, as well as UNC's commitment to serving state needs, particularly in the field of teacher education. Positive student evaluations of selected support services (e.g., admissions, counseling, residence halls, library, bookstore), the academic majors, and the overall college experience were influenced by attention to individual students. For example, during the last 2 years: (1) over 90% of freshmen were enrolled in a least one class of 30 or fewer students; overall lower division class size averaged below 40; (2) nearly 54% of general education course sections had seats available; and (3) full-time faculty delivered 75% of the classes; teaching assistants accounted for less than 10%. Cost efficiencies were achieved through: (1) relatively high faculty instructional loads and credit hours produced; and (2) external gifts, grants, and contracts. Substantial evidence of community involvement efforts included: (1) faculty service on various K-12 boards, councils or committees; (2) delivery of graduate programs throughout the state; (3) preparation of students in such employment shortage areas as special education; (4) availability of research and internship/practicum opportunities both at the undergraduate and graduate degree levels; and (5) operation of various centers, clinics, and institutes serving a variety of training needs from pre-collegiate students through educational professionals.

STATE COLLEGES IN COLORADO, GOVERNING BOARD INDICATORS - 1998

Indicator 1: System Progress in Strengthening the Focus on Quality Student Learning -

The State Colleges System continues to focus on the student learning environment and has achieved successes as indicated by best practices confirmation. Two institutions indicate all six best practices are in place, while two show five in place; the three best practices that apply to the Trustees are also in place. Continuing issues are pedagogical uses of technology and finding resources to keep pace with a rapidly evolving education technology.

Indicator 2: System Progress in Providing Educational Access - The State Colleges are committed to making access to quality higher education more affordable and easier for students. Average tuition and fees of the State Colleges were well below the Colorado mean and median. Access to courses increased as shown by the doubling of off-campus sites and increases in the number of courses offered collaboratively with other institutions. The number of students being served both on- and off-campus also rose.

Indicator 3: System Progress in Enhancing/Maintaining Campus Diversity - Increasing and maintaining diversity on the campuses is a System priority. All institutions have diversity plans that are being utilized to improve the campus environment for diversity. While the increases in diversity are small, minority student matriculation, retention and graduation are on the rise, as are the percentages of female exempt staff employed. Less progress has been made with female and minority faculty and minority exempt staff. Campuses express varied levels of satisfaction with their student diversity. Given current salaries and other factors, the more rural campuses are concerned about their abilities to dramatically improve faculty and staff diversity.

ADAMS STATE COLLEGE - 1998 DATA SUMMARY

Indicator 1: Class size – Smaller class sizes provide instructors with more opportunity to provide personal attention and give students greater opportunity to actively participate in learning. In 1996-97 the median ASC class size was 15 students and the overwhelming majority (71.5%) of ASC classes had 25 or fewer students (815 of 1140 total classes). In the critical freshman year, 54% of the classes that freshmen take had 25 or fewer students. Upper division classes were even smaller (93% of senior level courses had fewer than 25 students).

Indicator 2: Teaching load of full-time faculty – Teaching load measures the importance of teaching and the degree to which the college budget is being directly expended for instruction. In 1996-97 the average faculty load at ASC was 27.6 credit hours per academic year. Thus, on average, faculty teach more than 9 three-credit classes each academic year. The average number of contact hours was 28.8 hours per faculty member. The greater contact hours reflect the longer duration of laboratory classes.

Indicator 3: Student satisfaction with the quality of teaching – The level of student satisfaction with courses reflects, in large part, the instructor's effectiveness in communicating course content. Students rated ASC courses as above average to outstanding. The average student rating of courses was 4.4 on a 5 point scale (5 = outstanding, 4 = above average), with a range of 4.28 to 4.56 among ASC's four schools. Data are from the ASC Student Rating of Instruction Survey given to all students in the majority of courses each semester.

MESA STATE COLLEGE – 1998 DATA SUMMARY

Indicator 1: Average Student Contact Hours Taught by Full-time Faculty – Teaching load is a measure of commitment to classroom instruction at Mesa State. The average faculty load of full-time faculty increased from an average of 23.0 to 23.7 credit hours per faculty member from 1995-96 to 1996-97.

Indicator 2: Percentage of Classes Taught by Full-time Faculty – The College community believes that full-time faculty can provide more and better in- and out-of-class service to students. Full-time faculty are those who teach 24 or more credit hours per year. The percent of student credit hours taught by full-time faculty at Mesa State increased from 75% to 84% from 1995-96 to 1996-97.

Indicator 3: Smooth K-16 Transition in Occupational Programs – A smooth K-16 transition will provide employees with a better educated and trained work force, and Mesa State is striving to provide this transition. Best practices confirmation and other data indicate that the occupational programs offered through UTEC are providing a seamless transition from secondary to post-secondary education through articulation agreements. UTEC was identified as one of twelve model schools in the US as having best practices. Mesa State has also eliminated duplication of expenses through unification of program instruction.

METROPOLITAN STATE COLLEGE OF DENVER - 1998 DATA SUMMARY

Indicator 1: Student Participation in Workplace Experiences – Workplace experiences enhance students' preparation for the workforce by helping them connect real world experiences with their academic coursework. Providing these experiences helps MSCD ensure that its graduates meet the needs of Colorado businesses. The percentage of graduates who had a workplace experience (e.g., cooperative education, service learning, and internships), increased from 41% in 1995-96 to 42% in 1996-97. Both years exceeded MSCD's goal of 33% of its graduates having a workplace experience.

Indicator 2: Small Class Sizes – Small classes provide instructors with the opportunity to provide personalized instruction to students, and small classes provide students with the opportunity to actively participate in their learning. The College's goal that 80% of its classes have 35 or fewer students was exceeded in both 1995-96 and 1996-97. In both years, MSCD had 84.9% of its classes with 35 or fewer students.

Indicator 3: Convenience/Accessibility – MSCD serves a large number of non-traditional, working students who cannot take courses at the usual times. To meet the needs of its students, MSCD strives to have a minimum of 17% of its classes taught at non-traditional times (e.g., on the weekend, evenings, early mornings). In 1997, 22% of MSCD's classes were taught at non-traditional times compared to 21% of classes in 1996.

WESTERN STATE COLLEGE - 1998 DATA SUMMARY

Indicator 1: Percent of First-time Freshmen Participating in Freshmen Programming – Student participation in Freshman Programming is considered integral to student success and persistence. Western is seeking to increase student participation in three Freshmen Programs and thereby increase student persistence. Participation increased from fall 1996 to fall 1997 by 13% in the Freshman Focus program and by 33% in Summer Premier and Fall Orientation.

Indicator 2: Opportunities for and/or Student Participation in Active Learning – Active learning situations prepare students for the workforce by integrating real world experiences into the educational process and responds to Colorado business needs by providing them with better prepared graduates. Western strives to increase student participation in active learning, and a review of courses or co-curricular programs that offer internships, practica, field studies and other types of active learning shows a trend of increased participation from 1993-94 to 1996-97.

Indicator 3: The Student Experience – The college experience extends beyond the classroom, and a key to student retention is providing excellent service in all areas of the learning environment. A random sample of 658 students completed the ACT Student Satisfaction Survey in spring of 1998 to evaluate Western's efforts in providing quality education and services. The majority of items (28/42) were above the national average, including the overall rating for the college.

AIMS COMMUNITY COLLEGE

Aims Community College is one of the largest and most comprehensive two-year colleges in Colorado. Since 1967, Aims has established three campuses--Greeley, Fort Lupton, and Loveland--constructed a dozen buildings, expanded its curriculum to 1,500 day and evening courses, and taught more than 200,000 individuals. The 14,000 students who annually attend the college may choose from 60 degree and certificate programs. Aims helps business and industry assess employee job skills and improve work productivity.

Aims Indicator #10: Aims students following basic studies, transfer and occupational placement have post Aims success. Students from basic studies classes perform successfully in College-level coursework; transfers are successful at UNC and CSU, and occupational majors are successful at their jobs.

Aims Indicator #11: Program output meets the needs of employers and Universities in the Service Area. Program output is consistent and adequate to meet the needs of local employers, and also provide adequately prepared transfer students for the four-year institutions in the region.

Aims Indicator #12: Continuing Education is responsive to the changing needs in the Service Area. During 1997-98, the College responded to the rapidly changing needs of customized job training, distance education, and adult literacy through the programs and offerings of Continuing Education.

COLORADO MOUNTAIN COLLEGE

The core indicators of effectiveness, which were approved by, and are reported to, our Board of Directors, that verify the performance of our institution are reported in the following institutional summary. Colorado Mountain College responds to community needs using surveys, program advisory, community advisory, and student focus groups. The participation rate in the colleges' service area for credit programs is remarkably high, at twelve percent. At some campuses as many as 25% of the juniors and seniors from local high schools are enrolled in CMC courses. Like most community colleges, many adjunct instructors are also high school instructors. As a result, the college has stressed inclusion of these instructors into the regular programs at the college. CMC also participates in vocational conferences that integrate K-12 and post secondary educators. The College provides support services for special populations students. These services include ASSET placement tests, academics, career, and peer counseling. Support services provide tutoring, note takers, alternative testing, and interpreters, and transition services for students transferring to other schools or future employers. The high-risk students' progress is monitored via regular appointments with the Special Populations Coordinator. We believe that our students enrolled in basic skills classes are well prepared at the college level or for transfer. At present we are not able to show this quantitatively. The success rate of first time students who declared a major is 40.5%. The college is generally proud of our students' performance at 4-year institutions, the average GPA being a 3.0. The college is satisfied with student satisfaction with our programs and services, after graduation performance, transfer rates, and placement rates in its vocational programs. Program completer and student persistence, however, have been a weakness.

COLORADO NORTHWESTERN COMMUNITY COLLEGE

Indicator 1: Business partnerships and satisfaction: From the Summer-1996 through Spring-1997, CNCC served 2,419 students and over 250 businesses. Both credit and non-credit courses were offered including computer training, foreign languages, first aid, EMT, and GED.

Indicator 2: Faculty and Staff development: CNCC has set aside a day for staff development there are also individual development plans per annual evaluations, tuition grants for all college employees, as well as monies within departmental budgets. Also faculty and professional staff can apply for sabbaticals.

Indicator 3: Providing access to education: CNCC offers both flexible scheduling, (evening classes), and distance learning. During the 1996-97 year CNCC offered 24% of their courses after 4:00 p.m. and 4% via distance learning.

Indicator 4: Enhancing campus diversity: Northwest Colorado has a 2.5% minority population and as of Fall-1997, CNCC has 5.4% minority staff and 14.7% minority students. Also each year the Counseling Center and Student Life devote an entire month to minority issues.

Indicator 5: Student satisfaction: According to the graduates of 1997, CNCC showed that a majority of the students were satisfied with both the Instruction and Services of the college. Combined Excellent and Good ratings showed 87% in "quality of instruction" and 90% in "course advising."

Indicator 6: Responsiveness to community: CNCC has provided and/or sponsored community activities in a variety of areas such as: alcohol awareness, Aids awareness, College for Kids programs, America Reads program, and job seeking workshops. There is college representation in a number of local service organizations including the Chamber, Kiwanis, Lions, and Mental Health and Human Resource councils.

ARAPAHOE COMMUNITY COLLEGE – No summary 11/30/98

COMMUNITY COLLEGE OF AURORA

During 1996-1997, CCA served 4,624 students at 552 businesses, including 2,326 students in workplace learning. Technical assistance was provided to 521 businesses. Professional performance was maintained at a high level through the expenditure of an average of \$753 per employee FTE for faculty and staff development. Participation in faculty development programs affects faculty pay; consequently faculty development programs are very well attended. The college also sponsors the annual "Teaching for a Change" conference. Student access was maintained by offering 43 percent of our courses at non-traditional times; 12 percent of our courses in non-traditional formats; and 21 percent of our courses at non-traditional locations. We serve a diverse population: 21.5 percent of the population in our service area are minorities and 30.6 percent of our students are minorities. The college utilizes a diverse workforce to serve these diverse students: 21.7 percent of our professional staff are minorities and 30.6 percent of our clerical, technical, and maintenance staffs are minorities. The college's Center for Cultural and Educational Equity has many programs supporting diversity. When surveyed, 95.7 percent of our students indicated satisfaction with instruction, 84 percent indicated satisfaction with administrative services, and 76 percent indicated satisfaction with student services. The college has provided a wide variety of activities with and for the community and has utilized the advice of community members when making educational decisions.

COMMUNITY COLLEGE OF DENVER

CCD has the most ethnically diverse student body, faculty, and staff in all Colorado higher education. Because the College has a critical mass of people of color, students are less likely to suffer the isolation associated with "minority" status. Our challenge is to help students, faculty, staff, and administrators use diversity as an educational resource. At CCD campus diversity is an institutional initiative, an instructional imperative, and an integral part of student life. CCD student satisfaction ratings are among the highest in the System on quality of instruction (98.8%), student services (93.0%), and administrative services (89.9%). High student satisfaction is partly attributable to offering courses at nontraditional times in nontraditional formats at nontraditional locations. Our spring 1996 student satisfaction survey showed 91.7 percent rated course availability as satisfactory or better. CCD's three Technical Education Centers have provided the state with a pioneering model of open-entry, open-exit, self-paced instruction. CCD responds to business and community needs through collaborative partnerships and services. For example, CCD is the lead institution in the CCHE-funded \$1.4 Metro Area Technology Learning Partnership which consists of five other partners working to advance connectivity, content, training, access, and equity. Partners include the Denver Housing Authority, Denver Public Library, Adams 14 School District, Mayor's Office of Employment and Training, and the Community College of Denver. These activities are supported by professional development opportunities provided by CCD's Teaching/Learning Center. In the 1996-1997 academic year, CCD spent an average of \$814 per employee. CCD's QIS efforts are designed to help increase student success and improve institutional effectiveness. QIS data collection and interpretation has been incorporated into our annual planning and budgeting process.

FRONT RANGE COMMUNITY COLLEGE

The information presented in the 1996-97 Quality Indicators Report affirms that the college is significantly achieving the desired outcomes and results indicated by performance and best practice standards. Employers and students alike expressed high satisfaction with the level of graduates' technical and personal skills preparedness. Transfer students from the college continued to perform well and demonstrate high persistence in completing programs at four-year institutions. Ninety-eight percent of FRCC graduates were either engaged in further study or employed in a job related to the training they received at the college. FRCC has established critical relationships with the external communities the college serves and has become a vital resource for economic and workforce development. Distance education was delivered to over 821 businesses and 1,850 students in 1996-97, and 48 percent of other courses were offered at nontraditional times. Staff development funds were earmarked to provide professional development to faculty and staff to include technical training/assistance. Innovative programs were also designed to enhance the racial and ethnic diversity of student and employee populations. FRCC's fall 1996 minority enrollment was 15.1 percent, 1.8 percent above the service-area goal. A comprehensive plan for assessing student academic achievement was launched, and a significant number of capital improvement projects were completed. Finally, currently enrolled students expressed satisfaction with instruction as well as administrative and student services.

LAMAR COMMUNITY COLLEGE

Lamar Community College would like to highlight its Q.I.S. results for its graduates. Specifically, 96.4 percent of its 1996-97 academic(transfer) graduates and 50 percent of their vocational(occupational) graduates are continuing their education. Of the other 50 percent of vocational graduates, 44.5 percent are employed because of the education they received from Lamar Community College. Overall, 95.7 percent of 1996-97 graduates are either employed or engaged in further study. 95 percent of all graduates reported that they were satisfied or very satisfied with their educational program at Lamar Community College. Lamar Community College's student success rate for non traditional students (those over 25 years of age) is 10.2 percentage points above the state average. Lamar Community College's advising process demonstrated all twelve of the best practices identified, and its assessment processes displayed all six best practices.

MORGAN COMMUNITY COLLEGE – No summary 11/30/98

NORTHEASTERN JUNIOR COLLEGE

According to the Performance Indicators Report, Northeastern Junior College does an excellent job of meeting the needs of many publics. The college served 188 businesses, and 1443 students participated in training designed specifically for business during 1997-98. The college offers 30 percent of all courses in non-traditional format, and generates 16 percent of all classes in outreach sites throughout its five-county service area. NJC is making efforts to increase diversity on campus among both students and staff. Student minority numbers are consistent with the local mix (6%); staff minority numbers are at 2.5 percent. Among students surveyed in 1997, 96.5 percent reported satisfaction with instruction; 64.2 percent were satisfied with student services; and 69.1 percent were happy with college administrative services offered. The Quality of Student Life and Learning Committee is working hard to address the areas of greatest student concern: availability of campus computer labs, financial assistance, early warning on downgrades, parking, campus lighting and security. Undergraduate student success rates computed by CCHE range from 27.9 percent for minority students to 50.5 percent for resident in-state students (all ethnic groups combined). Among graduates responding to the 1997 alumni survey, 74 percent reported that they were employed within one year of graduation. Employer surveys indicate that they are well satisfied with the training and education of their employees who completed work at NJC. NJC's transfer rate to four-year colleges averages 40 percent each year, and NJC students do as well or better with GPA than four-year-college native students in the junior year.

OTERO JUNIOR COLLEGE

Six CCCOES Quality Indicators were addressed by OJC in its 1997-98 report. The six indicators included Business Partnerships and Satisfaction; Faculty/Staff Development; Providing Access to Education through Flexible Scheduling, Distance Education Technology and Other Means; Enhancing Campus Diversity; Current Student Satisfaction with Academic, Administrative, and Student Services; and Responsiveness to Community (Service Area) Needs. In nearly all cases, the College reported excellent results. Especially noteworthy was the college's ability to attract a larger percentage of minority students than the percentage of minorities residing in its three-county service area. In addition, student satisfaction with the college remains very high. Of the 317 currently enrolled students surveyed in the fall of 1997, 97.8 percent expressed satisfaction with instruction; 92.9 percent were satisfied with student services; and 88.9 percent expressed satisfaction with administrative services. In terms of the percentage of course sections offered in nontraditional formats and the number of minority faculty, executive, and other professional staff, improvement is warranted as a result of this study. This information directs the college to expand the number of courses being offered in non-traditional formats and to increase the number of minorities in its instructional, administrative, and other professional staff positions.

PIKES PEAK COMMUNITY COLLEGE

The motivating spirit of Pikes Peak Community College (PPCC) is a commitment to excellence. Our focus is on the individual student, the institutional family, and the community we serve. We use the nine CCHE and the six CCCOES Quality Indicators as well as active Accountability and Assessment Programs to measure our performance, determine our strengths and weaknesses, and to guide program development and resource allocation.

PPCC is particularly pleased with the results of the first Quality Indicator System report. Student satisfaction with Instruction, Administrative Services, and Student Services (CCCOES #5) is high, significantly exceeding the CCCOES average in all areas. Satisfaction with Instruction was especially high at 97.3 percent. Graduates of PPCC also express a high degree of satisfaction (CCHE #3) with 96.2 percent (compared to the CCCOES average of 86.1%) indicating their instructional program met their goals. Measures of after graduation performance (CCHE #1) reflect the success of PPCC graduates with 80.5 percent (highest in the system) reporting they are employed because of their program and showing the lowest overall unemployment rate in the system. Other indicators help to explain how these results are achieved. PPCC offers access to respond to student demand with 43 percent, 54 percent, and 22 percent of courses offered at nontraditional times, formats, and locations respectively (CCCOES #3); all far above the system average. PPCC allocates over 71 percent of its budget for instructional expenses (the area most closely related to student outcomes), again the highest in the system. We also recognize graduation rates (CCHE #2) as an area of concern and are working to understand and improve our results in this area.

PUEBLO COMMUNITY COLLEGE

The 1996-97 Quality Indicator Survey (QIS) Report supports documented evidence that PCC is significantly meeting or exceeding the desired outcomes and measures as set forth by CCCOES and CCHE Quality Indicators. PCC continues to meet business needs, having served over 100 such partners and over 5823 participant/learners, providing technical assistance and/or workplace learning experiences. The Faculty Development Plan effectively addresses the needs of the internal customers, allocating \$1,187 per employee FTE. PCC addresses the needs of the diverse learner by providing 63.2 percent of its courses at non-traditional times, 66.3 percent in non-traditional formats, and 10.2 percent of its courses in non-college facilities. Minority students are represented by 34.8 percent of the population, dictating the need for well rounded and innovative, cultural programs/events/activities. The College's minority faculty/staff is 28 percent. Census data indicate that the service area minority make-up is 26.23 percent. Student satisfaction results in instructional (98%), student support services (86%), and administration (89%), indicate that students' overall satisfaction with the College is above average. PCC continues to address the community service needs by providing an average of 5 community service activities per year, per individual. Survey data reflects that students believe that the "instructional program met their educational goals (95%)." The QIS Report documents the existence and operation of formal and comprehensive: 1) Academic & Career Advising Program, 2) Technology Plan, and 3) Institutional Assessment & Accountability Program. PCC further reports high employer satisfaction with PCC graduates and successful, established linkages between public education and higher education.

RED ROCKS COMMUNITY COLLEGE

RRCC fulfills its mission of developing and supporting lifelong learners. For example, in 1996-97, RRCC offered basic workplace learning skills to 4,876 individuals through the Red Rocks Institute, the small business division of the college. The college's faculty/staff development plan insures that more than \$50,000 is annually allocated to development activities, and more than \$33,000 per year is spent on employee training and tuition grants. Together, these figures translate into \$400 per full-time employee. Red Rocks also provides students access to education by offering courses at nontraditional times and formats. For example, in the 96-97 school year, 43 percent of all courses offered were held at nontraditional times, 16 percent of all courses offered were delivered in nontraditional formats (i.e., self-paced courses, Internet courses, and telecourses), and 5 percent of all courses offered were held at nontraditional locations. Diversity is one of RRCC's guiding principles. The College has established a Diversity Council that sponsors many on-campus events relating to diversity issues and is also responsible for infusing diversity issues into the curriculum. Current student satisfaction measures prove that 95.7 percent of all students are very satisfied or satisfied with the overall instruction they have received. Lastly, RRCC has offered support in the development of programs/activities available to our community members by providing the following: testing facilities for certification exams, theatrical productions each semester, and child care services and family resource information.

TRINIDAD STATE JUNIOR COLLEGE

TSJC has strong business partnerships in its community; 189 business clients were served and \$2,017,500 worth of loans were arranged through its SBDC. Additionally, 239 students were enrolled in college sponsored workplace learning. TSJC has a developing faculty and staff development plan; \$116,700 was the total expenditure for professional development resulting in \$553 expenditure per full-time employee. Of the 2063 courses offered by TSJC in 1996-97 academic year, 58 (29%) were offered at nontraditional times, and 161 were offered in off-campus locations other than college-owned or managed facilities. TSJC's enrollment is 43 percent minority. TSJC's full-time staff include 88 females and 89 males, of which 36 are Hispanic, 2 are African American, and one is Asian. Overall, 93 percent of TSJC students are satisfied with the college's instruction, 87 percent are satisfied with the college's administrative services, and 89 percent are satisfied with the college's student services. TSJC is responsive to the needs of its community not only through its strong academic and vocational programs, but also through other community activities such as sponsorship of a regional science fair, presentation of theatrical and musical performances, hosting art exhibits, sponsoring a career fair and provide access to state-of-the-technology. TSJC staff serve as members, board members and officers of the Trinidad Arts Council, the City Commission on Violence, Advocates Against Domestic Assault, the Mitchell Museum Board of Directors and Mitchell Museum Advisory Board.

LOCAL INDICATORS SUMMARY AND OUTLOOK

The preceding section includes highlights of the results gathered during 1997-98 for the quality indicators that relate specifically to the role and mission of each institution. Full reports are available from the Colorado Commission on Higher Education, the governing boards, or the institutions themselves.

Responses to the data will be in the January 30, 1999, report to the legislature. These responses may include actions initiated, plans made, further research conducted, followup inquiries recommended, and proposals for activities that could be undertaken if funding were available. In addition, comments and suggestions for the further refinement of the Quality Indicator System and the general accountability process may be offered.

INSTITUTIONAL NAMES APPENDIX

ACC	Arapahoe Community College, Littleton
Aims	Aims Community College, Greeley
ASC	Adams State College, Alamosa
CCA	Community College of Aurora
CCD	Community College of Denver
CMC	Colorado Mountain College, Glenwood Springs
CNCC	Colorado Northwestern Community College, Rangely
CSM	Colorado School of Mines, Golden
CSU	Colorado State University, Fort Collins
FLC	Fort Lewis College, Durango
FRCC	Front Range Community College, Westminster
LCC	Lamar Community College
MCC	Morgan Community College, Fort Morgan
Mesa	Mesa State College, Grand Junction
MSCD	Metropolitan State College of Denver
NJC	Northeastern Junior College, Sterling
OJC	Otero Junior College, La Junta
PCC	Pueblo Community College
PPCC	Pikes Peak Community College, Colorado Springs
RRCC	Red Rocks Community College, Lakewood
TSJC	Trinidad State Junior College, Trinidad
UCB	University of Colorado at Boulder
UCCS	University of Colorado at Colorado Springs
UCD	University of Colorado at Denver
UCHSC	University of Colorado Health Sciences Center, Denver
UNC	University of Northern Colorado, Greeley
USC	University of Southern Colorado, Pueblo
WSC	Western State College, Gunnison

LIST OF INDICATORS

Indicator	Organization	Abbreviated Title
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1	CCHE	after-graduation performance
2	CCHE	undergraduate student success rates
3	CCHE	student satisfaction
4	CCHE	advising
5	CCHE	employer satisfaction
6	CCHE	instructional expenses
7	CCHE	technology plan
8	CCHE	assessment and accountability
9	CCHE	k12 linkages and teacher preparation
10	CSU	increasing institutional diversity
11	CSU	improving undergraduate education
12	CSU	post-tenure review
13	CSU	integration of technology into the educational process
14	CSU	attention to research
15	CSU	outreach
16	CSU	accommodating enrollment growth
17	FLC	pre-tenure and post-tenure faculty review
18	FLC	quality of undergraduate education
19	FLC	outreach
20	USC	improving institutional diversity
21	USC	improving undergraduate education
22	USC	recruitment of minority students
23	USC	minority graduation rate
24	USC	alternate course scheduling
25	USC	improving use of educational technology
26	USC	post-tenure review
27	USC	undergraduate student involvement in research
28	CCCOES	business partnerships and satisfaction
29	CCCOES	faculty development
30	CCCOES	access to education
31	CCCOES	enhancing campus diversity
32	CCCOES	student satisfaction with services
33	CCCOES	responsiveness to service area needs
35	AIMS	post-Aims student success
36	AIMS	degree program output for employers and universities
37	AIMS	responsiveness of continuing education

LIST OF INDICATORS, CONTINUED

Indicator	Organization	Abbreviated Title
38	CMC	responsiveness to service area needs
39	CMC	participation rate in service area
40	CMC	performance at transfer
41	CMC	k12 linkages
42	CMC	success of basic skills students
43	CMC	service to high risk students
44	CMC	client assessment of programs and services
45	CNCC	academic programs and student/administrative service
46	CNCC	success of transfer function
47	CNCC	success of basic skills and special needs students
48	CNCC	critical linkages for institutional success
49	CNCC	faculty/staff development
50	CNCC	responsiveness to service area needs
51	CNCC	participation rate in the service area
52	CSM	linkage to employer base
53	CSM	academic profile of CSM
54	CSM	contribution of faculty expertise
55	CSM	governing board participation
56	CSM	k12 outreach
57	CSM	employment in the discipline
58	CSM	alumni satisfaction
59	CSM	return on investment
60	UCB	undergraduate education
61	UCB	graduate education
62	UCB	teaching
63	UCB	research and creative work
64	UCB	comprehensive learning environment
65	UCB	outreach
66	UCB	role in economic development
67	UCB	efficiency
68	UCB	commitment to diversity
69	UCCS	transition to college
70	UCCS	course availability
71	UCCS	student/faculty contact
72	UCCS	non-traditional students
73	UCCS	support for k12
74	UCCS	transition to workforce
75	UCCS	technology education
76	UCCS	public research

LIST OF INDICATORS, CONTINUED

Indicator	Organization	Abbreviated Title
77	UCD	teaching, research, service
78	UCD	technology to enhance teaching and learning
79	UCD	efficiency/effectiveness
80	UCD	undergraduate education
81	UCD	graduate education
82	UCD	k12 linkages
83	UCD	user-friendly campus
84	UCHSC	responsive to changing health care environment
85	UCHSC	efficiency and effectiveness
86	UCHSC	scholarship and health sciences research
87	UCHSC	educational programs
88	UCHSC	health care services
89	UCHSC	economic impact and outreach
90	St.Colls.	strengthening the focus on quality student learning
91	St.Colls.	providing educational access
92	St.Colls.	enhancing/maintaining campus diversity
93	ADAMS	student satisfaction with teaching
94	ADAMS	class size
95	ADAMS	teaching load of fulltime faculty
96	MESA	average student contact hours taught by fulltime faculty
97	MESA	percentage of classes taught by fulltime faculty
98	MESA	smooth k16 transition in occupational programs
99	METRO	student participation in workplace experiences
100	METRO	small class sizes
101	METRO	convenience/accessibility
102	WSC	percent of freshmen in freshman programming
103	WSC	active learning and internships
104	WSC	student satisfaction with services
105	UNC	quality of instruction and support services
106	UNC	efficiency of instruction
107	UNC	quality of undergraduate majors
108	UNC	preparation of teachers and other educational professio
109	UNC	focused graduate research initiatives
110	UNC	service as a resource to the state