



MEMORANDUM

TO: Board of Regents
FROM: Vice President Kathleen Bollard
Institutional Research Director Jill Taylor
DATE: June 4, 2012

Issue: 2011-12 Report on Diversity

Brief:

The annual diversity report presents data on the enrollment, retention, and completion of students of color at each CU campus. It also documents enrollment of first-generation and low-income students, and students with disabilities. CU's reach across the state is captured by identifying where resident freshmen lived prior to enrolling at CU. Faculty race/ethnicity and gender diversity is reported by rank and tenure status and staff race/ethnicity and gender diversity is reported by occupational category. Lastly, the report provides data that allows CU student enrollment to be viewed relative to that of other Colorado public four-year institutions.

Information on pipeline programs is not included in the annual diversity report. Data on the Pre-Collegiate Development Program at each campus was sent to the Board in early May as a separate report. This included an overview of program goals and activities, eligibility requirements, and recent accomplishments, as well as data on enrollment and students' plans for attending college. It also included a list of target schools with demographic characteristics of students attending those schools.

Background:

The diversity report has been presented to the Board on an annual basis for many years. It is an important mechanism for campus officials to share information with the board, campus community, and the public about their efforts to increase campus diversity and provide an environment that allows all students to succeed.

The diversity report traditionally focused on the university's progress in increasing racial and ethnic diversity on all campuses. A few years ago, the scope of the report was expanded to recognize a more inclusive definition of diversity by adding information on the enrollment of first-generation students, low-income students, students with disabilities, and students from different areas of the state.

Issues for Consideration:

There is always great interest in looking at trends in the enrollment and graduation of students of color. The ability to show progress on these measures is important; however, it has been complicated by recent federally-mandated changes in the collection and reporting of data on race/ethnicity. The 2011-12 Diversity Report introduces a new reporting method based on these changes. They are fully explained in the report, but it is important to note that year-to-year comparisons are very problematic, particularly when

considering specific race/ethnic groups. It will take time (as students move through the institution) for this issue to resolve itself.

CU campuses continually strive to improve the recruitment and retention of students from all backgrounds and place great importance on creating an environment where all students can excel. Increased enrollment of underrepresented students suggests these efforts are paying off, but there is more work to be done. These efforts continue, despite the challenges presented by the current fiscal environment.

The university recognizes the importance of expanding the pipeline of students intent on pursuing higher education. The campuses have been very successful in engaging middle school and high school students through their Pre-Collegiate Development Programs, but limited funding for these programs has meant limited reach. In 2011-12, CU increased funding for the Pre-Collegiate Programs in an effort to draw more underrepresented students into the pipeline.

With regard to faculty, the percentage of tenure and tenure-track faculty positions held by persons of color and by women are highest at the Assistant Professor level. This is true for all campuses, indicating that a more diverse group of individuals is entering the faculty ranks at CU. This is very promising but also highlights the importance of retention. Given the long journey from assistant professor to full professor, it will take time to see the pattern that emerges.

Data reveal greater diversity among staff at all CU campuses and system administration; however, there is room for improvement among higher level professional positions.

Data Highlights:

The following section provides a brief overview of data presented in the 2011-12 Diversity Report. In reviewing these data, care must be taken not to make comparisons across campuses without taking into account their different roles and missions and the different student, faculty, and staff populations and markets from which the campuses draw.

Boulder

- Fall 2011 undergraduate enrollment: 18% minority
- Fall 2011 graduate enrollment: 12% minority
- 1-year freshmen retention rate (2010 cohort): 83% for minority students; 84% for white students
- 6-Year Graduation Rate (2005 cohort): 60% for minority students; 68% for white students
- Enrollment of undergraduate first-generation students: 20% of resident undergraduates (fall 2011)
- Enrollment of undergraduate Pell Grant recipients: 23% of resident undergraduates (fall 2011)
- Enrollment of students with disabilities: 5% of undergraduates registered with the office of disability services (fall 2011)
- Geographic diversity: 89% of fall 2011 new resident freshmen are from the 12 Front Range counties (81% of all high school graduates are from these counties)
- Tenured/Tenure-Track faculty, all ranks (fall 2011): 19% minority; 33% female
 - Assistant Professors: 27% minority; 44% female
- Staff (fall 2011): 26% minority; 54% female
 - Officers: 10% minority; 24% female
 - Other Executive/administrative/managerial: 19% minority; 58% female

Colorado Springs

- Fall 2011 undergraduate enrollment: 24% minority
- Fall 2011 graduate enrollment: 16% minority
- 1-year freshmen retention rate (2010 cohort): 69% for minority students; 72% for white students
- 6-Year Graduation Rate (2005 cohort): 29% for minority students; 42% for white students
- Enrollment of undergraduate first-generation students: 40% of undergraduates (fall 2011)
- Enrollment of undergraduate Pell Grant recipients: 35% of undergraduates (fall 2011)
- Enrollment of students with disabilities: 4% of undergraduates registered with the office of disability services (fall 2011)
- Geographic diversity: 92% of fall 2011 new resident freshmen are from the 12 Front Range counties (81% of all high school graduates are from these counties)
- Tenure/Tenure Track faculty, all ranks (fall 2011): 14% minority; 44% female
 - Assistant Professors: 21% minority; 57% female
- Staff (fall 2011): 20% minority; 54% female
 - Officers: 25% minority; 42% female
 - Other Executive/administrative/managerial: 10% minority; 47% female

Denver

- Fall 2011 undergraduate enrollment: 32% minority
- Fall 2011 graduate enrollment: 13% minority
- Fall 2011 first professional enrollment: 25% minority
- 1-year freshmen retention rate (2010 cohort): 78% for minority students; 74% for white students
- 6-Year Graduation Rate (2005 cohort): 37% for minority students; 41% for white students
- Enrollment of undergraduate first-generation students: 32% of undergraduates (fall 2011)
- Enrollment of undergraduate Pell Grant recipients: 35% of undergraduates (fall 2011)
- Enrollment of students with disabilities: 4% of undergraduates registered with the office of disability services (fall 2011)
- Geographic diversity: 96% of fall 2011 new resident freshmen are from the 12 Front Range counties (81% of all high school graduates are from these counties)
- Tenure/Tenure Track faculty, all ranks (fall 2011): 14% minority; 40% female
 - Assistant Professors: 18% minority; 50% female
- Staff (fall 2011): 26% minority; 66% female
 - Officers: 3% minority; 37% female
 - Other Executive/administrative/managerial: 16% minority; 63% female

The *2011-12 Diversity Report* and the *2011-12 Pre-Collegiate Development Program Report* are available at: <https://www.cu.edu/content/reports>.



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University of Colorado

2011-12 Diversity Report

Prepared by the University of Colorado System Office of Institutional Research
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www.cu.edu/content/diversityreports

Table of Contents

Page

Introduction..... i

Changes to the Collection and Reporting of Race and Ethnicity..... ii

University of Colorado Boulder 1

 Pathways for Diversity and Inclusion, 2011-12..... 2

 Student Diversity 5

 Undergraduate Fall Headcount Enrollment by Race/Ethnicity 6

 Graduate Fall Headcount Enrollment by Race/Ethnicity 7

 Baccalaureate Degrees Awarded by Race/Ethnicity 8

 Degrees Awarded by Race/Ethnicity, FY11 9

 Undergraduate Six-Year Graduation Rates by Race/Ethnicity 10

 Fall Resident Freshman Applications, Acceptances, and Enrollments by Race/Ethnicity 11

 1-Year Freshman Retention Rates by Race/Ethnicity 12

 Fall Enrollment of First-Generation Students 13

 Fall Enrollment of Pell Grant Recipients 14

 1-Year Retention Rates of Freshman Pell Grant Recipients 15

 Baccalaureate Degrees Granted to Pell Grant Recipients 16

 Enrollment of Students with Disabilities 17

 New Resident Freshmen, Fall 2011: Home Region 18

 New Resident Freshmen, Fall 2011: Metropolitan and Non-Metropolitan Areas 19

 New Resident Freshmen by Race/Ethnicity, Fall 2011 20

 Faculty and Staff Diversity 21

 Full-time Faculty and Staff Diversity Profile, Fall 2011 22

 Faculty Diversity, Fall 2003 – Fall 2011 23

 Staff Diversity by Occupational Category, Fall 2011 24

University of Colorado Colorado Springs 25

 Pathways for Diversity and Inclusion, 2011-12 26

 Student Diversity 30

 Undergraduate Fall Headcount Enrollment by Race/Ethnicity 31

 Graduate Fall Headcount Enrollment by Race/Ethnicity 32

 Baccalaureate Degrees Awarded by Race/Ethnicity 33

 Graduate Degrees Awarded by Race/Ethnicity 34

 Degrees Awarded by Race/Ethnicity, FY11 35

 Undergraduate Six-Year Graduation Rates by Race/Ethnicity 36

 Fall Resident Freshman Applications, Acceptances, and Enrollments by Race/Ethnicity 37

 1-Year Freshman Retention Rates by Race/Ethnicity 38

 Fall Enrollment of First-Generation Students 39

 Fall Enrollment of Pell Grant Recipients 40

 1-Year Retention Rates of Freshman Pell Grant Recipients 41

 Baccalaureate Degrees Granted to Pell Grant Recipients 42

 Enrollment of Students with Disabilities 43

 New Resident Freshmen, Fall 2011: Home Region 44

 New Resident Freshmen, Fall 2011: Metropolitan and Non-Metropolitan Areas 45

 New Resident Freshmen by Race/Ethnicity, Fall 2011 46

 Faculty and Staff Diversity 47

 Full-time Faculty and Staff Diversity Profile, Fall 2011 48

 Faculty Diversity, Fall 2003 – Fall 2011 49

 Staff Diversity by Occupational Category, Fall 2011 50

University of Colorado Denver Anschutz Medical Campus	51
Pathways for Diversity and Inclusion, 2011-12	52
Student Diversity	59
Undergraduate Fall Headcount Enrollment by Race/Ethnicity	60
Graduate Fall Headcount Enrollment by Race/Ethnicity	61
Doctoral – Professional Practice Fall Headcount Enrollment by Race/Ethnicity, Anschutz Medical Campus.	62
Baccalaureate Degrees Awarded by Race/Ethnicity	63
Graduate Degrees Awarded by Race/Ethnicity	64
Doctoral – Professional Practice Degrees Awarded by Race/Ethnicity, Anschutz Medical Campus	65
Degrees Awarded by Race/Ethnicity, FY11	66
Undergraduate Six-Year Graduation Rates by Race/Ethnicity, Denver Campus	67
1-Year Freshman Retention Rates by Race/Ethnicity, Denver Campus	68
Fall Resident Freshman Applications, Acceptances, and Enrollments by Race/Ethnicity, Denver Campus ..	69
Fall Enrollment of First-Generation Students, Denver Campus	70
Fall Enrollment of Pell Grant Recipients, Denver Campus	71
1-Year Retention Rates of Freshman Pell Grant Recipients, Denver Campus	72
Baccalaureate Degrees Granted to Pell Grant Recipients, Denver Campus	73
Enrollment of Students with Disabilities	74
New Resident Freshmen, Fall 2011, Denver Campus: Home Region	75
New Resident Freshmen, Fall 2011, Denver Campus: Metropolitan and Non-Metropolitan Areas	76
New Resident Freshmen by Race/Ethnicity, Fall 2011, Denver Campus	77
Faculty and Staff Diversity	78
Full-time Faculty and Staff Diversity Profile, Fall 2011	79
Faculty Diversity, Fall 2003 – Fall 2011	80
Staff Diversity by Occupational Category, Fall 2011	81
 University of Colorado System Administration	 82
Full-Time Staff Diversity Profile, Fall 2011	83
Staff Diversity by Occupational Category, Fall 2011	83
 CU Diversity Data in Context	 84
Fall 2010 Resident Enrollment, Colorado Public Four-Year Institutions	85
Population Characteristics of CU's Primary Market Areas	86

Introduction

Diversity is a core value of the University of Colorado. CU believes all students—regardless of ethnic, racial, political, gender, religious, intellectual, and geographical background—will have a more enriching college experience when they are exposed to a plurality of ideas, viewpoints, life experiences, and rapidly evolving perspectives on national identity. The university continually seeks to create a more inclusive university community—one that fosters an academic climate that is productive, positive, safe, and respectful of all viewpoints.

The diversity report is an important mechanism for campus officials to share information with the Board of Regents, campus community, and the public about efforts to increase campus diversity and provide an environment that allows all students to succeed. It includes the following information for each CU campus:

- An overview of campus efforts to support diversity and inclusiveness
- Undergraduate and graduate enrollment by race/ethnicity
- Baccalaureate, master's, doctoral, and professional degrees awarded by race/ethnicity
- Graduation rates by race/ethnicity
- Resident freshmen applications, acceptances, and enrollments by race/ethnicity
- Freshmen retention rates by race/ethnicity
- Enrollment of first-generation undergraduate students
- Enrollment of, retention rates for, and degrees awarded to Pell Grant recipients
- Enrollment of undergraduate students registered with their campus disability services office
- Home region of resident freshmen
- Race/ethnicity of resident freshmen
- Faculty race/ethnicity and gender diversity by rank and tenure status
- Staff race/ethnicity and gender diversity by occupational category
- CU student enrollment in the context of higher education in Colorado

Data are also provided on the race/ethnic and gender diversity of system administration staff.

The 2011-12 Diversity Report reflects recent federally-mandated changes to the collection and reporting of data on race and ethnicity. These changes are described in the report, along with their implications for comparing data over time.

Changes to the Collection and Reporting of Race and Ethnicity

Beginning with the 2010-11 academic year, new federal regulations were implemented by all CU campuses that changed the way that race/ethnicity data are collected from incoming students as well as new faculty and staff. Individuals are now asked whether or not they are Hispanic/Latino (labeled an “ethnicity” in federal nomenclature), and then, as a separate question, are asked to identify themselves as belonging to one or more racial groups. This is called the “two-question format.” In the past, individuals were asked to identify with one and only one of five race/ethnic groups, with “Hispanic/Latino” being one of the options.

The exact questions, from the undergraduate application for admission, appear as follows:



Are you Hispanic, Chicano, Mexican, Latino, Cuban, Puerto Rican, South or Central American, or Spanish origin?

Yes No

Check one or more American Indian or Alaska Native
 Black or African American
 Native Hawaiian or Other Pacific Islander
 Asian
 White

Students enrolled prior to fall 2010 were not broadly re-surveyed based on the new collection method; therefore in the initial year of implementation, a relatively small percentage of the student body had been presented with the new question format. Similarly, employees hired before fall 2010 were not re-surveyed. Most applications for admission for fall 2010 were processed through SIS; this reduced any multiple responses made by these applicants to single responses. For these reasons, CU did not change its reporting method for the spring 2011 report.

Beginning with the spring 2012 report on fall 2011 data, this report does reflect the new method for collecting data on race and ethnicity, *and* the method specified by the US Department of Education and its Integrated Postsecondary Education Data System (IPEDS) for reporting these data. The IPEDS hierarchical reporting rule assigns all possible responses to the two questions to a single 8-category dimension. As a result, two new categories have been added to displays in this report: one for Hawaiian or Other Pacific Islander (a new category) and a “more than one race” designation to capture those students and employees who did not answer ‘yes’ to the Hispanic/Latino question and who did identify with more than one of the five race categories. Individuals who are reported as “more than one race” are included in minority totals.

It is important to keep in mind that fall 2010 and fall 2011 student data include some students who were presented with the old question format and some who were presented with the new question format. The “more than one race” category primarily includes students who entered the institution in fall 2011; therefore it does not capture the total enrollment of non-Hispanic/Latino students with more than once race.

The two-question collection format and the IPEDS reporting rule will result in smaller numbers of students being reported as Asian, Black, or American Indian when compared to prior years, as many of these students will now be captured in the “more than one race” or Hispanic/Latino categories. In contrast, the number of Hispanic/Latino students reported will increase. With the new question format, many institutions have seen an increase in the number of students reported as Hispanic/Latino. The reporting rule is illustrated in detail in the tables below.

The same issues are present with faculty/staff data and will exist for many years since employee turnover is very slow. These facts must be taken into consideration when making comparisons across years. With students, all years 2010-11 through 2015-16 will be transition years in which reported counts will not fully reflect the two-question format and opportunity to select multiple races/ethnicities. With employees, transition will last until well after 2030.

New race/ethnicity reporting categories used in the Diversity Report and in IPEDS:

- **International** – not a US citizen or permanent resident – from visa status. All international are reported as international regardless of responses to the two race-ethnicity questions.
- **Hispanic/Latino** – answered ‘yes’ to “Are you Hispanic, Chicano, Mexican, Latino, Cuban, Puerto Rican, South or Central American, or Spanish origin?”; may have selected any combination of racial categories
- **American Indian or Alaska Native** – did not identify as Hispanic/Latino and selected *only* this racial category
- **Asian** – did not identify as Hispanic/Latino and selected *only* this racial category
- **Black or African American** – did not identify as Hispanic/Latino and selected *only* this racial category
- **Native Hawaiian or Other Pacific Islander** – did not identify as Hispanic/Latino and selected *only* this racial category
- **White** – did not identify as Hispanic/Latino and selected *only* this racial category
- **More than one race** – did not identify as Hispanic/Latino and selected *two or more* racial categories
- **Unknown** – did not identify as Hispanic/Latino and selected *no* racial category

The tables below illustrate how the IPEDS hierarchical race/ethnicity categories are reported for new resident freshmen (fall 2011). They also present information on the selections resident freshmen made on the two questions. On the Boulder campus, for example:

- 220 students selected Asian, were not international, did not select Hispanic/Latino Ethnicity, and did not select any other race.
- An additional 89 students selected Asian and/or were international and/or selected Hispanic/Latino ethnicity and/or selected one or more of the other four races. (Not shown in table: The most frequent additional selection by these 89 was Native Hawaiian/Pacific Islander.)
- A total of 309 students (20+89) selected Asian. The 220 reported in Asian = 220/309, 71% of the selections of Asian.
- The 220 is 7% of the total 3,163 students. The 309 is 9% of the total 3,581 selections. The 309 is 10% of the 3,163 students.
- 807 or 26% of the 3,163 students selected at least one category included in minority total.
- The minority total number and percentage (26%) are the same whether the IPEDS hierarchical rule is used to categorize or not.

Underrepresented minority (URM): The National Science Foundation, National Institutes of Health, and colleges of engineering often request URM totals, which exclude Asian from minority. The URM total cannot be calculated from the IPEDS hierarchical classification, which groups both (Asian-White) and (Asian-Black) into two or more races. The URM classification is not used in the Diversity Report.

Federal regulations specify that institutions *must* use the two-question format to collect race-ethnicity information from both students and employees. The regulations also specify that the IPEDS hierarchical reporting rule must be used to package responses for all IPEDS reporting, on both students and employees. However, institutions are free to use different reporting rules internally. Over the next year, the campuses will be exploring alternatives for reporting the full complexities of our diverse students and employees

Race-Ethnicity: Reporting Category vs. Actual Selections

New Resident Freshmen, Fall 2011

Virtually all fall 2011 entering freshmen were asked the new, two-question format for race-ethnicity

Boulder Categories	Counted in "minority total"	Number of students by IPEDS hierarchical reporting category	Number of <u>selections</u> of categories by all students	Number selecting but not reported in IPEDS hierarchical category	Pct of students selecting a category that are reported in that category	Pct of students in IPEDS hierarchical reporting category	Pct of selections	Pct of students who selected category; can sum to >100%
Categories at top of IPEDS reporting hierarchy								
International, from visa status - First step in hierarchy	No	7	7	0	100%	<1%	<1%	<1%
Hispanic/Latino Ethnicity - From first question - Second step in hierarchy	Yes	401	401	0	100%	13%	11%	13%
Races -- from second ("select one or more") question -- Reported in IPEDS category only if not Hispanic/Latino or international <u>and</u> sole selection by student								
American Indian/Alaska Native	Yes	9	70	61	13%	<1%	2%	2%
Asian	Yes	220	309	89	71%	7%	9%	10%
Native Hawaiian/Pacific Islander	Yes	1	33	32	3%	<1%	1%	1%
Black/African American	Yes	48	92	44	52%	2%	3%	3%
White	No	2,333	2,653	320	88%	74%	74%	84%
More than one race -- reported if any two or more races were selected, and not Hispanic/Latino or international	Yes	128	n/a			4%		
Unknown (no selection, not international)	No	16	16			1%	<1%	1%
Total students		3,163	3,163			100%		113%
Total selections			3,581				100%	
Total selections not reported in that category				546				
Total students in "minority total"		807				26%		26%
Total selections of categories represented in "minority total"			905				25%	
Total students selecting any category in minority total, but not reported in minority total				0	0%			
Underrepresented minority (URM) = minority total minus Asian		n/a	596	n/a	n/a	n/a	17%	16%

Source: SURDS Enrollment File; based on end-of-term enrollment.

Race-Ethnicity: Reporting Category vs. Actual Selections

New Resident Freshmen, Fall 2011

Virtually all fall 2011 entering freshmen were asked the new, two-question format for race-ethnicity

Colorado Springs	Counted in "minority total"	Number of students by IPEDS reporting category	Number of selections of all students	Number selecting but not reported in IPEDS hierarchical category	Pct of students selecting a category that are reported in that category	Pct of students in IPEDS reporting category	Pct of selections	Pct of students who selected category; can sum to >100%
Categories								
Categories at top of IPEDS reporting hierarchy								
International, from visa status - First step in hierarchy	No	1	1	0	100%	<1%	<1%	<1%
Hispanic/Latino Ethnicity - From first question - Second step in hierarchy	Yes	159	159	0	100%	13%	12%	13%
Races -- from second ("select one or more") question -- Reported in IPEDS category only if not Hispanic/Latino or international and sole selection by student								
American Indian/Alaska Native	Yes	7	32	25	22%	1%	2%	3%
Asian	Yes	53	89	36	60%	4%	7%	7%
Native Hawaiian/Pacific Islander	Yes	2	13	11	15%	<1%	1%	1%
Black/African American	Yes	44	84	40	52%	4%	6%	7%
White	No	832	951	119	87%	69%	70%	79%
More than one race -- reported if any two or more races were selected, and not Hispanic/Latino or international	Yes	75	n/a			6%		
Unknown (no selection, not international)	No	35	35			3%	3%	3%
Total students		1,208	1,208			100%		113%
Total selections			1,364				100%	
Total selections not reported in that category				231				
Total students in "minority total"		340				28%		28%
Total selections of categories represented in "minority total"			377				28%	
Total students selecting any category in minority total, but not reported in minority total				0	0%			
Underrepresented minority (URM) = minority total minus Asian		n/a	288	n/a	n/a	n/a	21%	21%

Source: SURDS Enrollment File; based on end-of-term enrollment.

Race-Ethnicity: Reporting Category vs. Actual Selections

New Resident Freshmen, Fall 2011

Virtually all fall 2011 entering freshmen were asked the new, two-question format for race-ethnicity

Denver	Counted in "minority total"	Number of students by IPEDS reporting category	Number of selections of categories by all students	Number selecting but not reported in IPEDS hierarchical category	Pct of students selecting a category that are reported in that category	Pct of students in IPEDS reporting category	Pct of selections	Pct of students who selected category; can sum to >100%
Categories								
Categories at top of IPEDS reporting hierarchy								
International, from visa status - First step in hierarchy	No	0	0	0	0%	<1%	<1%	<1%
Hispanic/Latino Ethnicity - From first question - Second step in hierarchy	Yes	201	201	0	100%	25%	21%	25%
Races -- from second ("select one or more") question -- Reported in IPEDS category only if not Hispanic/Latino or international and sole selection by student								
American Indian/Alaska Native	Yes	1	31	30	3%	<1%	3%	4%
Asian	Yes	121	150	29	81%	15%	16%	19%
Native Hawaiian/Pacific Islander	Yes	1	10	9	10%	<1%	1%	1%
Black/African American	Yes	31	62	31	50%	4%	7%	8%
White	No	376	482	106	78%	47%	51%	61%
More than one race -- reported if any two or more races were selected, and not Hispanic/Latino or international	Yes	47	n/a			6%		
Unknown (no selection, not international)	No	17	17			2%	2%	2%
Total students		795	795			100%		120%
Total selections			953				100%	
Total selections not reported in that category				205				
Total students in "minority total"		402				51%		51%
Total selections of categories represented in "minority total"			454				48%	
Total students selecting any category in minority total, but not reported in minority total				0	0%			
Underrepresented minority (URM) = minority total minus Asian		n/a	304	n/a	n/a	n/a	32%	32%

Source: SURDS Enrollment File; based on end-of-term enrollment.



University of Colorado Boulder

2011-2012 Report on Diversity

Pathways for Diversity and Inclusion, 2011-12

Student Access and Enrollment

Outreach – The Boulder Pre-Collegiate Development Programs served 1,363 students (in grades 7-12) and 2,014 parents in 2011-12. The programs reached 13 school districts in the Denver/Boulder area encompassing 23 target middle schools, 16 high schools and 30 affiliate high schools. The expansion



programs located in the mountain communities along the I-70 corridor reached 4 middle schools and 4 high schools in the Roaring Fork school district and an additional middle school and high school in the Summit County school district. A four-way strategic partnership – between local school districts, community foundations (Aspen Valley and Summit County), Colorado Mountain College and the University of Colorado Boulder – has been critical to the success of these programs on the Western Slope. A total of 60 students from the combined Boulder and System Pre-collegiate Development Programs enrolled as new freshmen on the Boulder campus in fall 2011.

Enrollment – The enrollment of diverse students on the Boulder campus was at an all-time high in the 2011 fall semester for both undergraduate and graduate students. A total of 4,587 degree-seeking undergraduates identified as American Indian, Latino, African American, Asian American, Native Hawaiian or Other Pacific Islander, or more than one race, which represents 18% of the undergraduate student body. The graduate student population consists of 668 degree-seeking students who identified as American Indian, Latino, African American, Asian American, Native Hawaiian or Other Pacific Islander, or more than one race, representing 12% of the graduate student body. Among the in-state undergraduate students, 23% were Pell grant recipients and 20% were first-generation college-going students.

Scholarship Foundations and Partnerships – In 2011-12, there were 138 Denver Scholarship Foundation award recipients and 80 Daniels Fund scholarship recipients who attended CU-Boulder.

Student Academic Success

Graduation and Retention

In 2010-11, a total of 755 bachelor degrees were awarded to students of color representing a 28% increase since 2002 (591 bachelor degrees). The retention rate from the freshman year to the sophomore year for students of color was 83% in the 2011 fall semester, nearly equivalent to that of majority students at 84%.



CU LEAD Alliance – Student engagement, increased retention and graduation are strengthened by a network of 14 “academic neighborhoods” that make up the CU LEAD Alliance. The programs offer scholarships and promote academic excellence through enhanced instruction, collaborative learning, close contact with faculty and staff, research experiences, mentoring, advising, tutoring and community service. CU LEAD represents “*Leadership, Excellence, Achievement and Diversity.*”

Living and Learning Communities – The Boulder campus offers 20 various types of living communities offering students a shared learning experience in a community setting. Benefits include taking selected classes in the residence hall, making friends with shared interests and enjoying academic interactions in a small group setting. Examples of these theme-based Residential Academic Programs (RAPs) include the ‘Natural and Environmental Sciences RAP,’ the ‘Global Studies RAP’ and the ‘Social Entrepreneurship for Equitable Development and Sustainability RAP.’

Undergraduate Pathways to Graduate Education

Karen Lizet Garcia is a 2012 graduate in International Affairs and Italian at CU-Boulder. One of her goals is to become a United States diplomat abroad addressing human rights issues. Ultimately, she



wishes to become a professor on human rights. She will enter the School of International Service at American University in Washington D.C. in fall 2012. As a first-generation student, Karen often felt overwhelmed while at CU-Boulder, but thanks to the **Ronald E. McNair Post-Baccalaureate Achievement Program** she found a home within CU, which she credits as essential to her continued studies as it provided her with research training, support for graduate school, funding and mentoring. Since a very young age Karen has seen how hard her parents have struggled to give her and her three sisters the basic necessities. These precise experiences are what convinced her that education was the only way to improve the lives of her family while doing what she loves.

Annette Grotheer will graduate *summa cum laude* in May 2012 after successfully defending an honors thesis under the guidance of Dr. Alice Healy in Cognitive Psychology. Her honors project was a highly independent investigation of learning and performance in long-jump athletes. For the past two years Annie has participated in the **NIH Scholars Program** through CU-Boulder’s **Colorado Diversity Initiative**. Annie plans to enter a PhD program in epidemiology focusing on a public health area such as HIV/AIDS, mental health or rehabilitation research. In addition to maintaining a stellar academic record, Annie has studied abroad in Costa Rica, volunteered with an equine therapy program and is captain of CU’s intramural volleyball team.



Diversity and Excellence – 2011-12 Quantitative Highlights

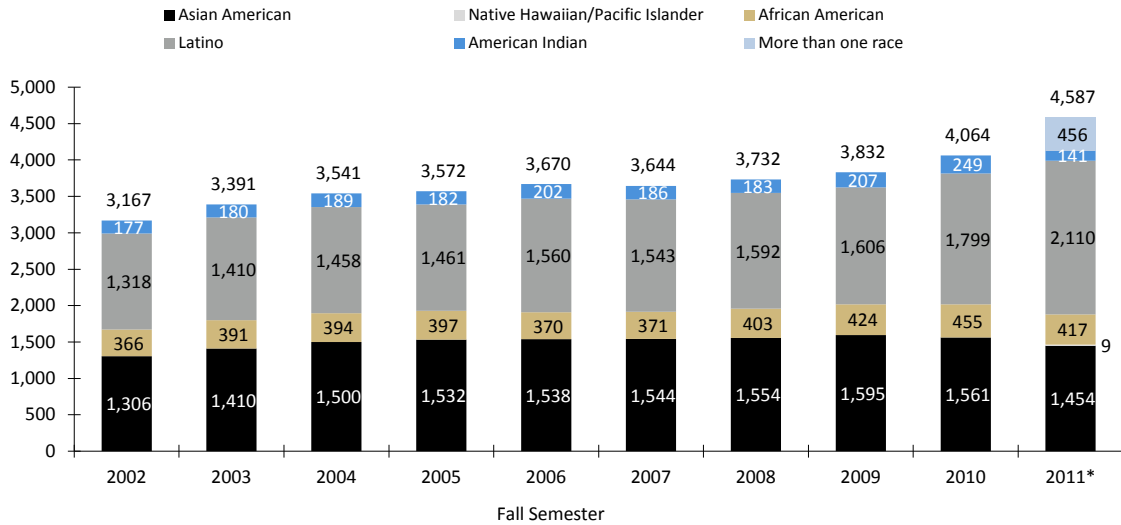
- Minority enrollment in 2011-12 was at an all-time high for both undergraduate and graduate students.
- Undergraduate minority enrollment as a percent of total undergraduate enrollment has increased over the past ten years from 14% in 2002 to 18% in 2011.
- Graduate minority enrollment as a percent of total graduate enrollment has increased over the past ten years from 10% to 12%.
- The retention rate for full-time first-time minority freshmen students is almost equal to the rate for white, non-Hispanic students (83% versus 84%, respectively).
- Pell enrollment as a percentage of resident undergraduate student enrollment is 23%.
- First generation enrollment as a percentage of resident undergraduate student enrollment is 20%.
- Bachelor's degrees awarded to minority students have increased by 28% since 2002 (from 591 to 755 degrees).
- Even though the number of resident minority freshman applications decreased in fall 2011, the number who were admitted and subsequently enrolled increased. 88% of those who applied were admitted, and 49% of those who were admitted enrolled.
- The retention rate of freshmen resident students receiving Pell grants is on a par with the rate for other resident freshmen.
- The number of degrees awarded to Pell students was at an all-time high in FY 2011 (1,228 degrees).
- The percentage of female tenured/tenure track faculty has increased over the course of ten years, from 27% to 33%.
- The percentage of minority tenured/tenure track faculty has increased over the same time period by 5 percentage points, from 14% to 19%.
- The percentage of minority non-tenured/tenure track regular instructional faculty has increased over the same time period by 4 percentage points, from 7% to 11%.



University of Colorado Boulder Student Diversity

Data provided by the CU-Boulder Office of Planning, Budget, and Analysis
www.colorado.edu/pba/ia/

University of Colorado Boulder
Undergraduate Fall Headcount Enrollment by Race/Ethnicity

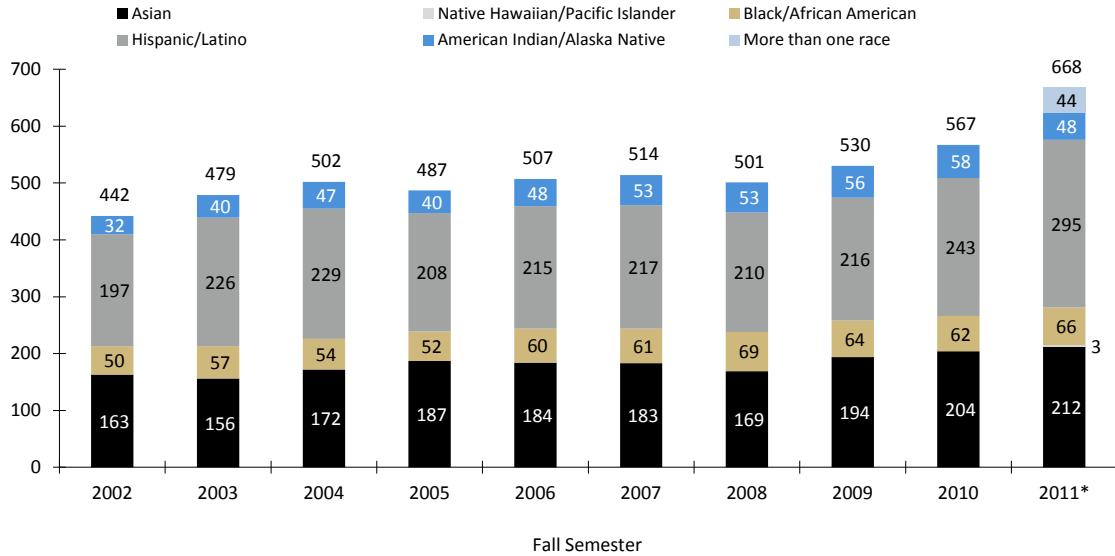


Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*
Asian	1,306	1,410	1,500	1,532	1,538	1,544	1,554	1,595	1,561	1,454
Native Hawaiian/Pacific Islander										9
Black/African American	366	391	394	397	370	371	403	424	455	417
Hispanic/Latino	1,318	1,410	1,458	1,461	1,560	1,543	1,592	1,606	1,799	2,110
American Indian/Alaska Native	177	180	189	182	202	186	183	207	249	141
More than one race										456
White/Unknown	19,951	20,817	20,851	20,321	20,451	20,464	20,951	21,151	20,225	20,548
International	336	332	318	330	363	365	397	425	500	639
Total Enrollment	23,454	24,540	24,710	24,223	24,484	24,473	25,080	25,408	24,789	25,774
Minority Total	3,167	3,391	3,541	3,572	3,670	3,644	3,732	3,832	4,064	4,587
Minority as % of Total Enrollment	14%	14%	14%	15%	15%	15%	15%	15%	16%	18%

* In fall 2011, enrollment reporting for this report was changed. Thus, the numbers for fall 2011 and beyond are not comparable to prior numbers. Prior numbers included only degree-seeking students with *state reportable hours*. The numbers for fall 2011 include *all* degree-seeking students and are therefore higher than prior years.

For example, the tables show a considerable increase in enrollment from fall 2010 to fall 2011. Fall 2011 minority enrollment did increase over fall 2010, but not as dramatically as the charts show. For undergraduate minority enrollment about 160 additional enrollments were due to the change in reporting.

**University of Colorado Boulder
Graduate Fall Headcount Enrollment by Race/Ethnicity**

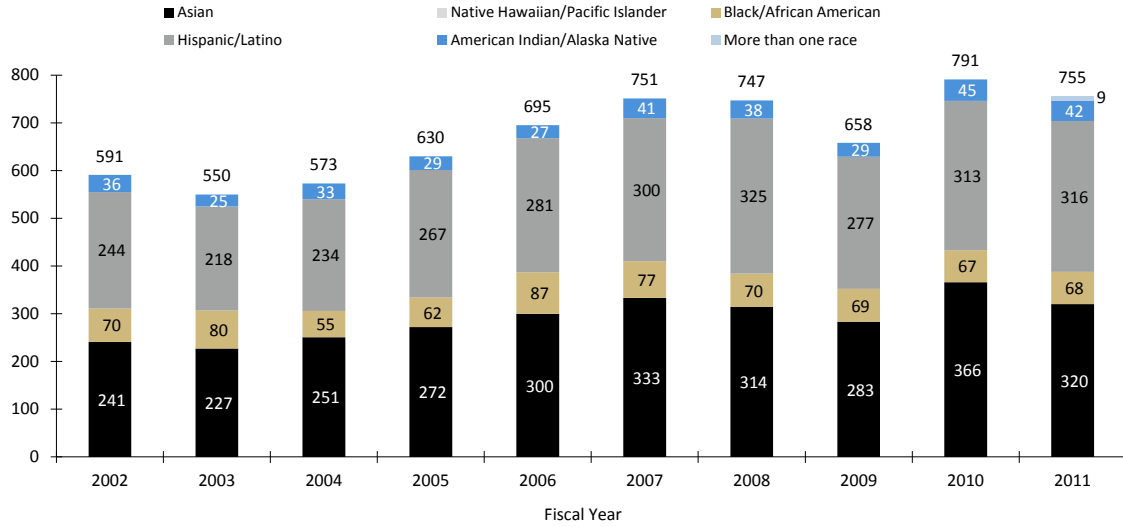


Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*
Asian	163	156	172	187	184	183	169	194	204	212
Native Hawaiian/Pacific Islander										3
Black/African American	50	57	54	52	60	61	69	64	62	66
Hispanic/Latino	197	226	229	208	215	217	210	216	243	295
American Indian/Alaska Native	32	40	47	40	48	53	53	56	58	48
More than one race										44
White/Unknown	3,229	3,383	3,398	3,332	3,311	3,248	3,310	3,455	3,716	3,943
International	829	749	648	582	640	753	818	803	863	886
Enrollment	4,500	4,611	4,548	4,401	4,458	4,515	4,629	4,788	5,146	5,497
Minority Total	442	479	502	487	507	514	501	530	567	668
Minority as % of Total Enrollment	10%	10%	11%	11%	11%	11%	11%	11%	11%	12%

* In fall 2011, enrollment reporting for this report was changed. Thus, the numbers for fall 2011 and beyond are not comparable to prior numbers. Prior numbers included only degree-seeking students with *state reportable hours*. The numbers for fall 2011 include *all* degree-seeking students and are therefore higher than prior years.

For example, the tables show a considerable increase in enrollment from fall 2010 to fall 2011. Fall 2011 minority enrollment did increase over fall 2010, but not as dramatically as the charts show. For graduate minority enrollment, about 45 additional enrollments were due to the change in reporting.

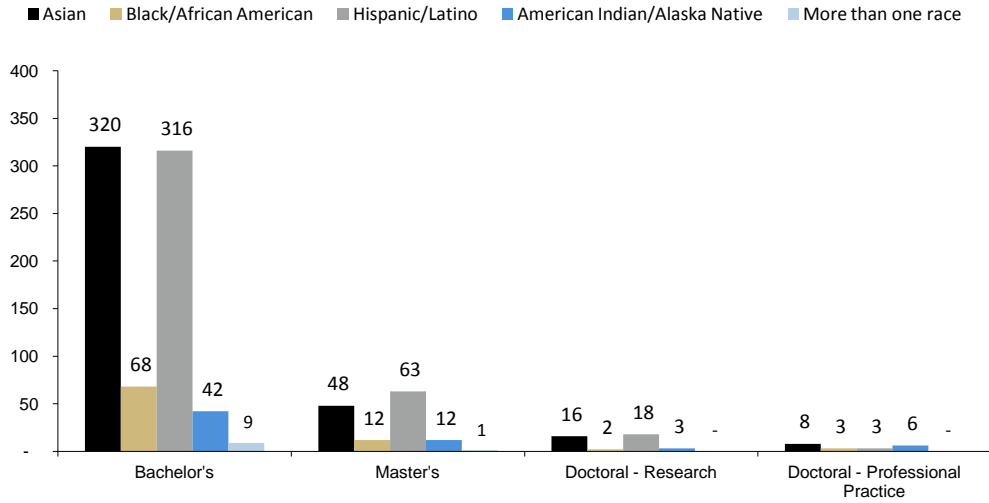
**University of Colorado Boulder
Baccalaureate Degrees Awarded by Race/Ethnicity***



Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	241	227	251	272	300	333	314	283	366	320
Native Hawaiian/Pacific Islander										-
Black/African American	70	80	55	62	87	77	70	69	67	68
Hispanic/Latino	244	218	234	267	281	300	325	277	313	316
American Indian/Alaska Native	36	25	33	29	27	41	38	29	45	42
More than one race										9
White/Unknown	3,758	4,043	4,169	4,423	4,597	4,530	4,516	4,290	4,643	4,788
International	51	74	57	71	58	62	63	59	75	85
Total Degrees Awarded	4,400	4,667	4,799	5,124	5,350	5,343	5,326	5,007	5,509	5,628
Minority Total	591	550	573	630	695	751	747	658	791	755
Minority as % of Total	13%	12%	12%	12%	13%	14%	14%	13%	14%	13%

* Unduplicated degree counts

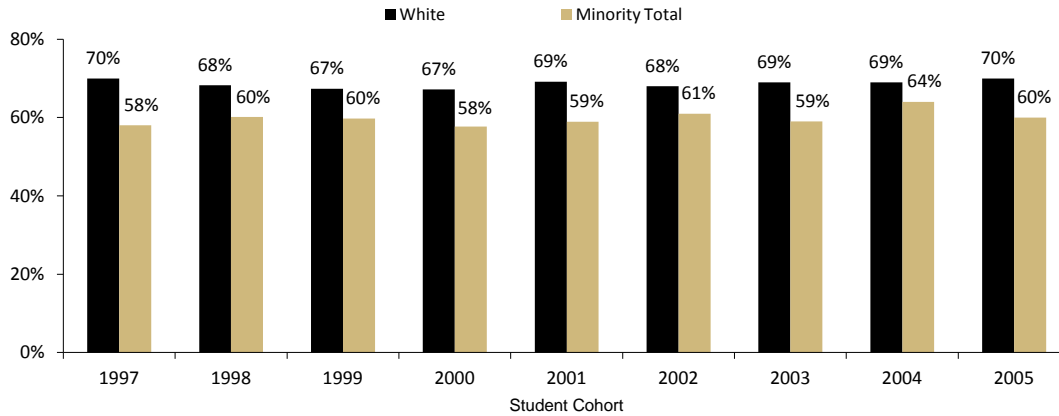
**University of Colorado Boulder
Degrees Awarded by Race/Ethnicity*
Fiscal Year 2011**



Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional Practice	Total
Asian	320	48	16	8	392
Native Hawaiian/Pacific Islander	-	-	-	-	-
Black/African American	68	12	2	3	85
Hispanic/Latino	316	63	18	3	400
American Indian/Alaska Native	42	12	3	6	63
More than one race	9	1	-	-	10
White/Unknown	4,788	944	260	156	6,148
International	85	173	54	-	312
Minority Total	755	136	39	20	950
Total	5,628	1,253	353	176	7,410

* Unduplicated degree counts

University of Colorado Boulder
Undergraduate Six-Year Graduation Rates by Race/Ethnicity

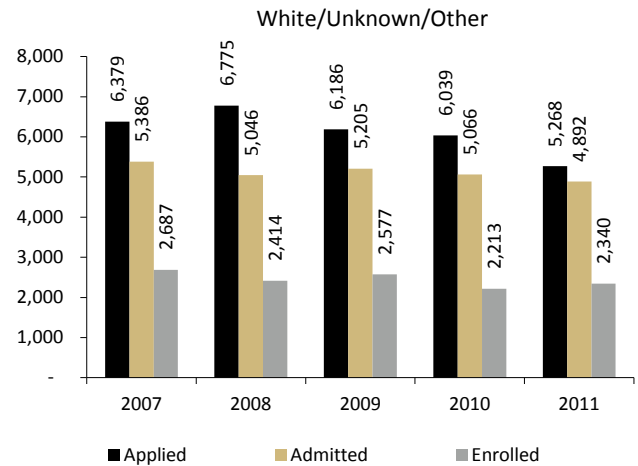
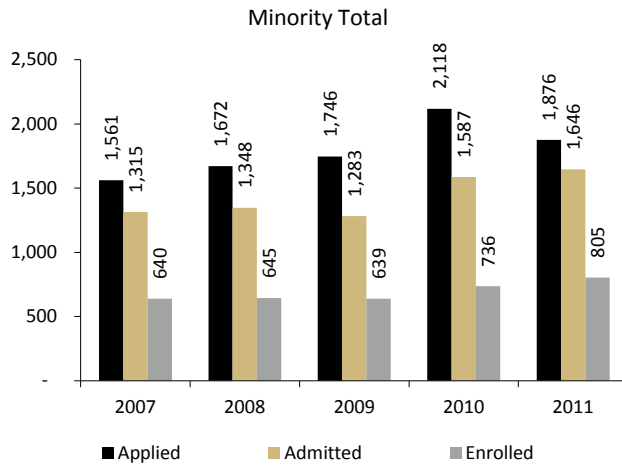


Undergraduate Cohort*	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	255	258	266	297	291	358	340	333	325
Black/African American	89	73	82	85	74	97	89	70	72
Hispanic/Latino	251	226	239	273	310	323	327	340	313
American Indian/Alaska Native	32	40	25	30	37	53	37	45	25
White	3,456	3,482	3,767	4,131	3,899	4,293	4,474	4,025	3,977
Other/Unknown	141	147	137	207	327	216	235	268	243
International	35	36	28	24	24	36	40	43	52
Total Enrollment	4,259	4,262	4,544	5,047	4,962	5,376	5,542	5,124	5,007
Minority Total	627	597	612	685	712	831	793	788	735

Six-Year Graduation Rate	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	63%	63%	62%	60%	65%	66%	65%	71%	64%
Black/African American	55%	55%	59%	44%	51%	53%	49%	64%	47%
Hispanic/Latino	57%	58%	59%	60%	55%	60%	57%	58%	60%
American Indian/Alaska Native	38%	63%	40%	53%	54%	51%	51%	58%	56%
White	70%	68%	67%	67%	69%	68%	69%	69%	70%
Other/Unknown	65%	50%	61%	61%	65%	64%	64%	70%	68%
International	54%	47%	75%	58%	79%	56%	58%	65%	67%
Total Enrollment	68%	66%	66%	66%	67%	67%	67%	68%	68%
Minority Total	58%	60%	60%	58%	59%	61%	59%	64%	60%

* Cohorts include first-time first-year full-time students entering in the Fall semester.

University of Colorado Boulder
Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity



Asian

Fall Term	Applied	Admitted	Enrolled
2007	628	552	300
2008	622	534	250
2009	649	521	281
2010	722	611	288
2011	464	424	220

Native Hawaiian/Pacific Islander

Fall Term	Applied	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	10	9	7
2011	2	1	1

Black/African American

Fall Term	Applied	Admitted	Enrolled
2007	226	178	71
2008	244	181	77
2009	257	160	60
2010	263	172	60
2011	147	119	49

Hispanic/Latino

Fall Term	Applied	Admitted	Enrolled
2007	643	535	248
2008	755	592	298
2009	768	544	261
2010	966	685	323
2011	946	822	400

American Indian/Alaska Native

Fall Term	Applied	Admitted	Enrolled
2007	64	50	21
2008	51	41	20
2009	72	58	37
2010	157	110	58
2011	13	12	9

More than one race

Fall Term	Applied	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	304	268	126

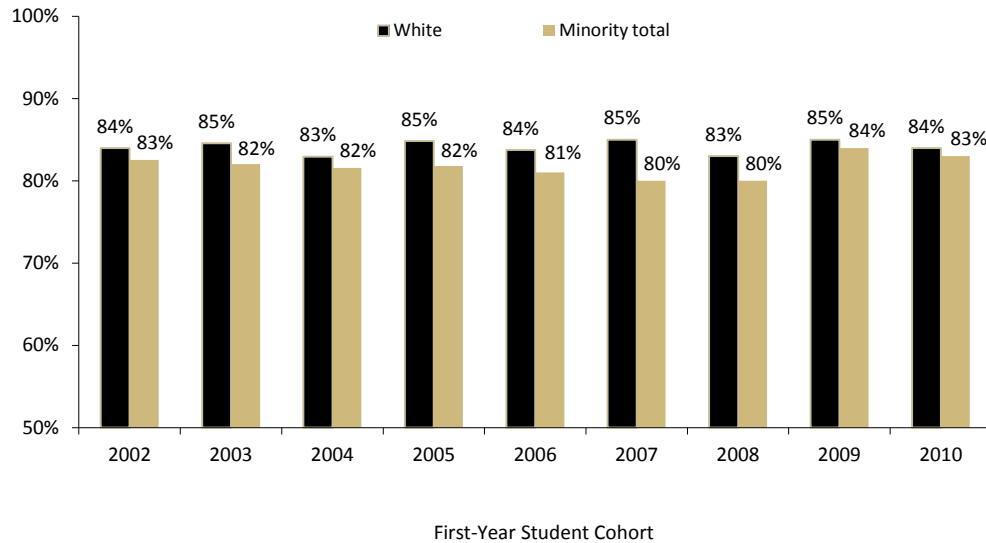
White/Unknown/Other

Fall Term	Applied	Admitted	Enrolled
2007	6,379	5,386	2,687
2008	6,775	5,046	2,414
2009	6,186	5,205	2,577
2010	6,039	5,066	2,213
2011	5,268	4,892	2,340

Total

Fall Term	Applied	Admitted	Enrolled
2007	7,940	6,701	3,327
2008	8,447	6,394	3,059
2009	7,932	6,488	3,216
2010	8,157	6,653	2,949
2011	7,144	6,538	3,145

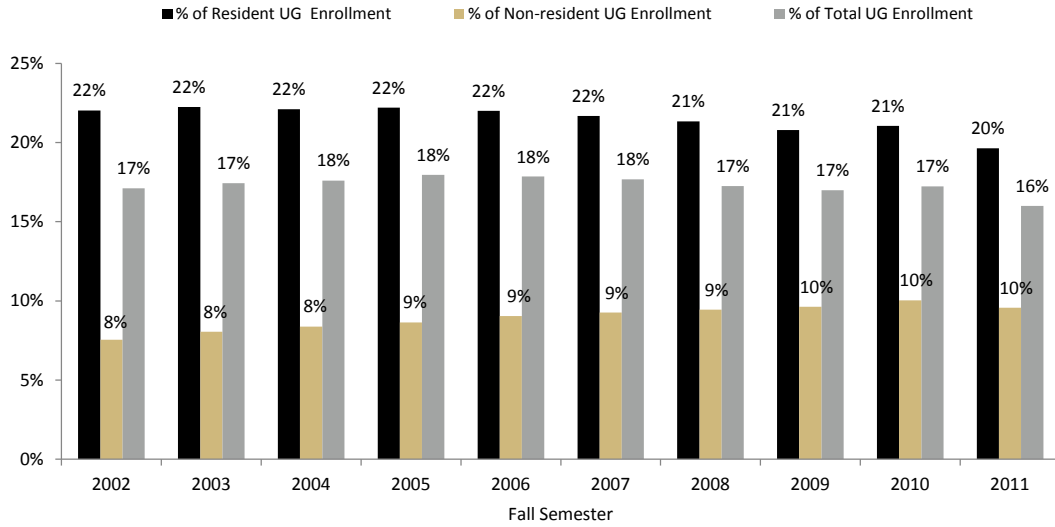
**University of Colorado Boulder
1-Year Freshman Retention Rates by Race/Ethnicity**



First-Year Cohort	2002	2003	2004	2005	2006	2007	2008	2009	2010
Asian	358	340	333	325	374	375	370	362	345
Black/African American	97	89	70	72	84	106	112	98	89
Hispanic/Latino	323	327	340	313	375	355	417	383	477
American Indian/Alaska Native	53	37	44	25	55	38	35	59	84
White	4,293	4,474	4,025	3,977	4,420	4,403	4,566	4,272	4,003
Other/Unknown	216	235	268	244	239	198	263	286	60
International	36	40	43	52	62	69	58	68	90
All	5,376	5,542	5,124	5,007	5,611	5,575	5,822	5,528	5,148
Minority total	831	793	788	734	890	905	935	902	995

Percent Enrolled One Year Later	2002	2003	2004	2005	2006	2007	2008	2009	2010
Asian	84%	83%	87%	82%	86%	86%	85%	88%	87%
Black/African American	85%	89%	81%	81%	82%	82%	74%	86%	83%
Hispanic/Latino	81%	80%	76%	82%	78%	74%	78%	82%	80%
American Indian/Alaska Native	79%	78%	82%	80%	69%	82%	60%	73%	80%
White	84%	85%	83%	85%	84%	85%	83%	85%	84%
Other/Unknown	78%	78%	84%	84%	82%	86%	83%	86%	83%
International	83%	81%	81%	87%	84%	87%	79%	79%	79%
All	84%	84%	83%	84%	83%	84%	83%	85%	84%

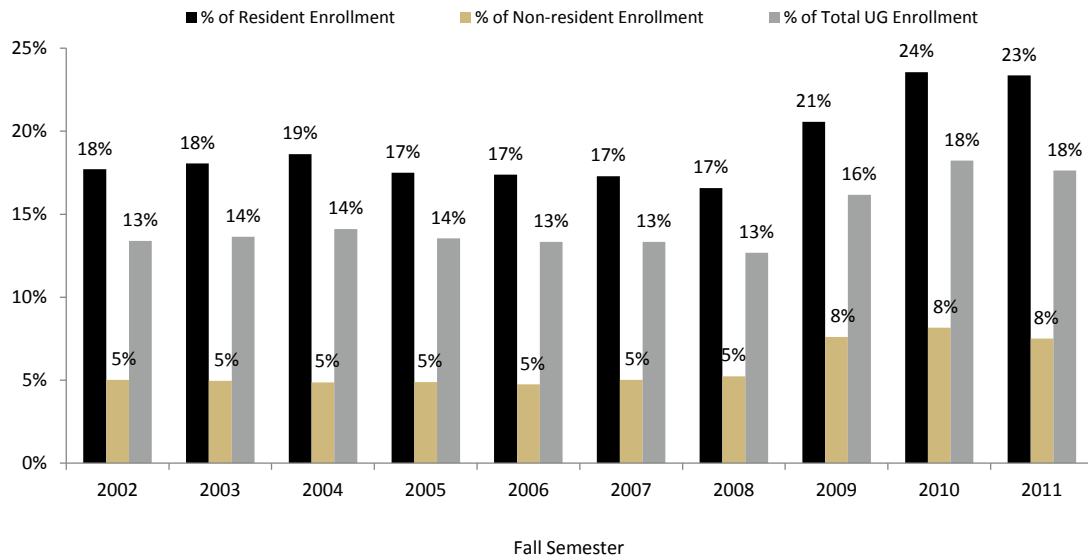
University of Colorado Boulder
Fall Enrollment of First-Generation Students
(Percent of Undergraduate Enrollment)



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Resident UG First Generation Enrolled	3,413	3,613	3,668	3,691	3,662	3,598	3,515	3,488	3,416	3,230
Non-resident UG First Generation Enrolled	600	667	681	657	709	730	813	830	861	892
Total UG First Generation Enrolled	4,013	4,280	4,349	4,348	4,371	4,328	4,328	4,318	4,277	4,122
% of Resident UG Enrollment	22%	22%	22%	22%	22%	22%	21%	21%	21%	20%
% of Non-resident UG Enrollment	8%	8%	8%	9%	9%	9%	9%	10%	10%	10%
% of Total UG Enrollment	17%	17%	18%	18%	18%	18%	17%	17%	17%	16%

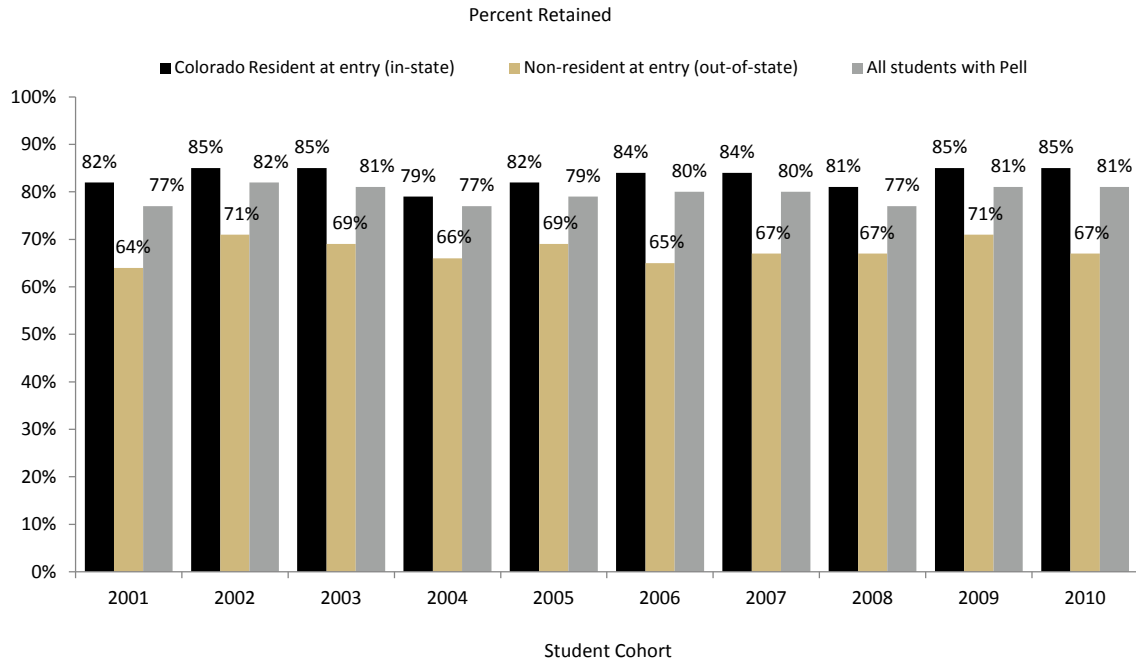
* First generation defined as an undergraduate with neither parent possessing a 4-year degree

University of Colorado Boulder
Fall Enrollment of Pell Grant Recipients
 (Percent of Undergraduate Enrollment)



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Resident	2,743	2,935	3,088	2,908	2,892	2,869	2,730	3,452	3,824	3,843
Non-resident	400	412	396	371	372	396	451	656	700	700
Total UG pell recipients enrolled	3,143	3,347	3,484	3,279	3,264	3,265	3,181	4,108	4,524	4,543
% of Resident Enrollment	18%	18%	19%	17%	17%	17%	17%	21%	24%	23%
% of Non-resident Enrollment	5%	5%	5%	5%	5%	5%	5%	8%	8%	8%
% of Total UG Enrollment	13%	14%	14%	14%	13%	13%	13%	16%	18%	18%

**University of Colorado Boulder
1-Year Retention Rates of Freshman Pell Grant Recipients**



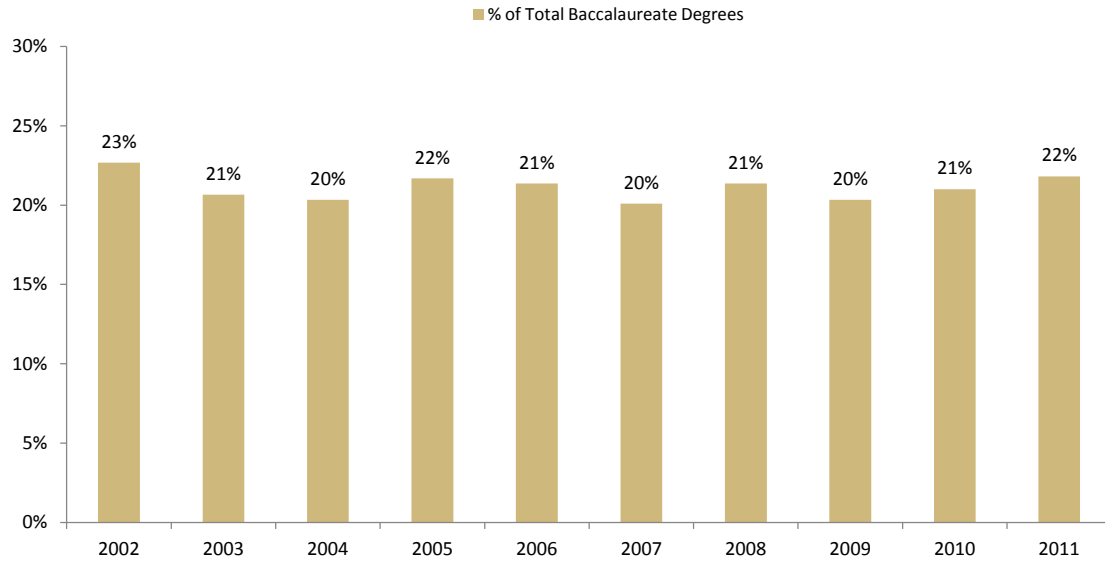
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
All students with Pell										
First-Year Student Cohorts*	519	560	583	613	534	604	600	629	829	847
Number Retained**	400	459	472	472	422	483	480	484	671	686
Percent Retained	77%	82%	81%	77%	79%	80%	80%	77%	81%	81%
Colorado Resident at entry (in-state)										
First-Year Student Cohorts*	384	421	432	487	433	469	476	453	636	629
Number Retained**	315	358	367	385	355	394	400	367	541	535
Percent Retained	82%	85%	85%	79%	82%	84%	84%	81%	85%	85%
Non-resident at entry (out-of-state)										
First-Year Student Cohorts*	135	139	151	126	101	135	124	176	193	218
Number Retained**	86	99	104	83	70	88	83	118	137	146
Percent Retained	64%	71%	69%	66%	69%	65%	67%	67%	71%	67%

Note: this is retention of students who received Pell in their first entry year

* First-Time freshmen w/Pell entering Summer/Fall term

**Number enrolled in subsequent fall

**University of Colorado Boulder
Baccalaureate Degrees Granted to Pell Grant Recipients**

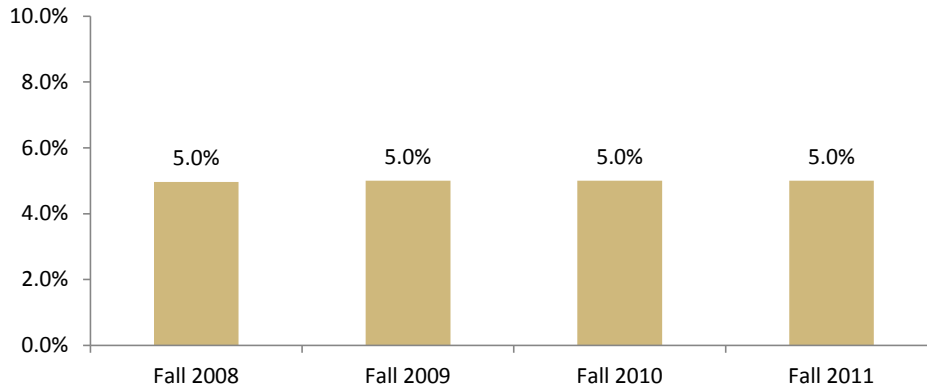


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Baccalaureate Degrees Awarded to Pell Recipients*	998	964	976	1,111	1,143	1,074	1,138	1,018	1,157	1,228
% of Total Baccalaureate Degrees	23%	21%	20%	22%	21%	20%	21%	20%	21%	22%

* counted if student was ever a Pell recipient

**University of Colorado Boulder
Enrollment of Students with Disabilities**

Undergraduate Students formally registered with the Office of Disability Services
as a Percent of All Undergraduates

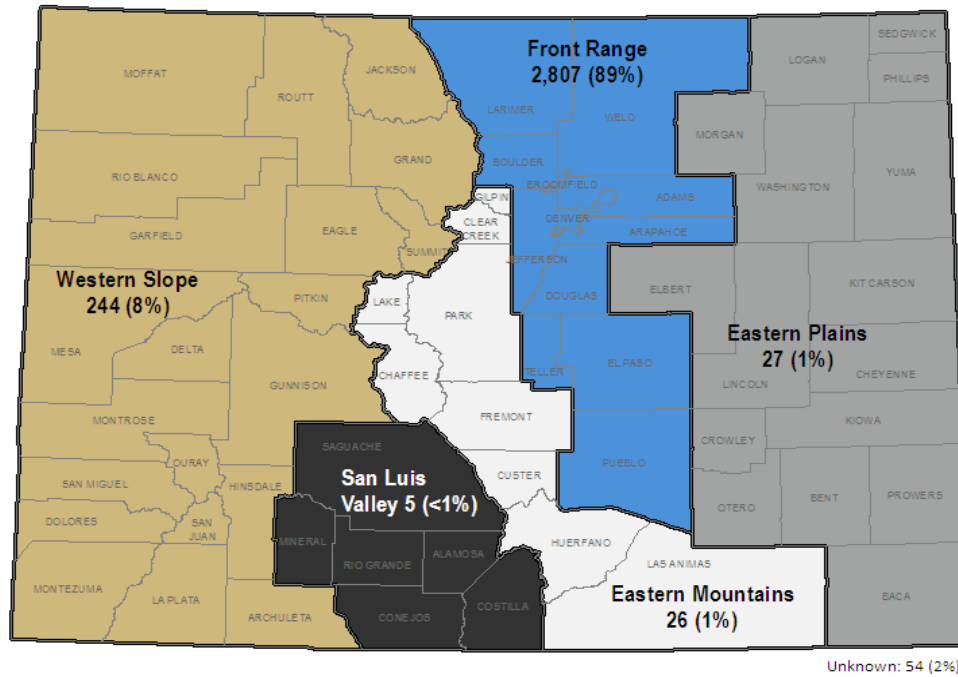


	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of undergraduates registered with Office of Disability Services*	1,260	1,288	1,260	1,254
Percent of all undergraduates	5.0%	5.0%	5.0%	5.0%

* Estimate based on information provided by the CU Boulder Office of Disability Services. Includes degree-seeking and non-degree seeking students.

**University of Colorado Boulder
New Resident Freshmen, Fall 2011
Home Region**

(Based on County at Time of Admission, End-of-Term Enrollment)



Region	12th Graders Enrolled in CO Public Schools ¹	CU Boulder New Resident Freshmen, Fall 2011	
		Enrolled ²	Percent
Eastern Mountains	2%	26	1%
Eastern Plains	4%	27	1%
Front Range	81%	2,807	89%
San Luis Valley	1%	5	<1%
Western Slope	10%	244	8%
unknown	2%	54	2%
Total	100%	3,163	100%

¹ Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2010. Data source: Colorado Department of Education, http://www.cde.state.co.us/index_stats.htm

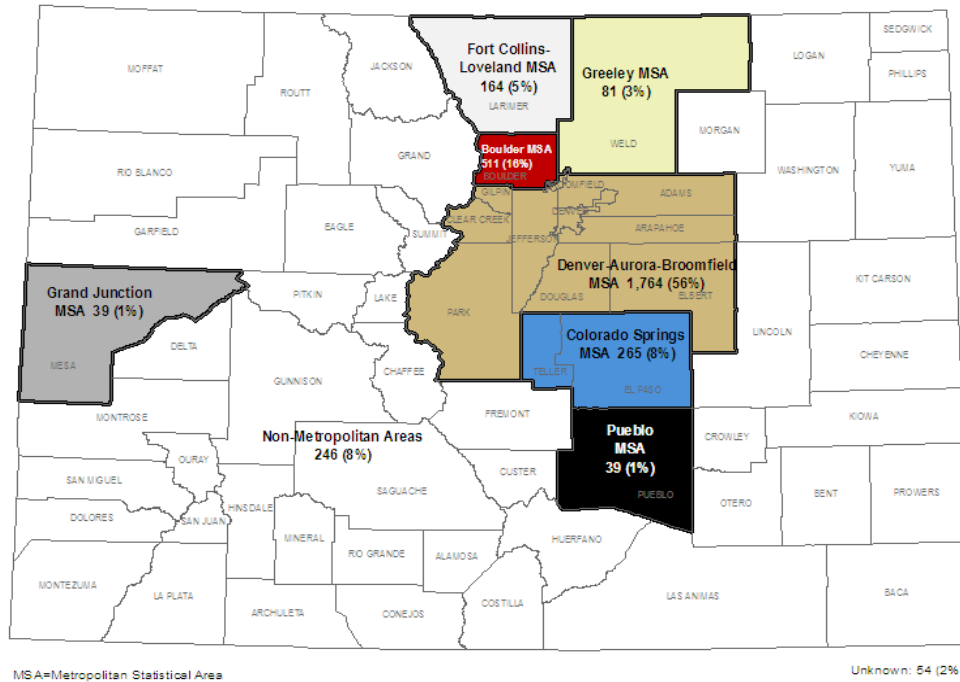
² Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office. www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Boulder
New Resident Freshmen, Fall 2011
Home Region: Metropolitan and Non-Metropolitan Areas

(Based on County at Time of Admission, End-of-Term Enrollment)



Metro Area	12th Graders Enrolled in CO Public Schools ¹	CU Boulder New Resident Freshmen, Fall 2011	
		Enrolled ²	Percent
Boulder MSA	7%	511	16%
Colorado Springs MSA	14%	265	8%
Denver-Aurora-Broomfield MSA	48%	1,764	56%
Fort Collins-Loveland MSA	6%	164	5%
Grand Junction MSA	3%	39	1%
Greeley MSA	4%	81	3%
Pueblo MSA	3%	39	1%
Non-Metro	13%	246	8%
unknown	2%	54	2%
Total	100%	3,163	100%

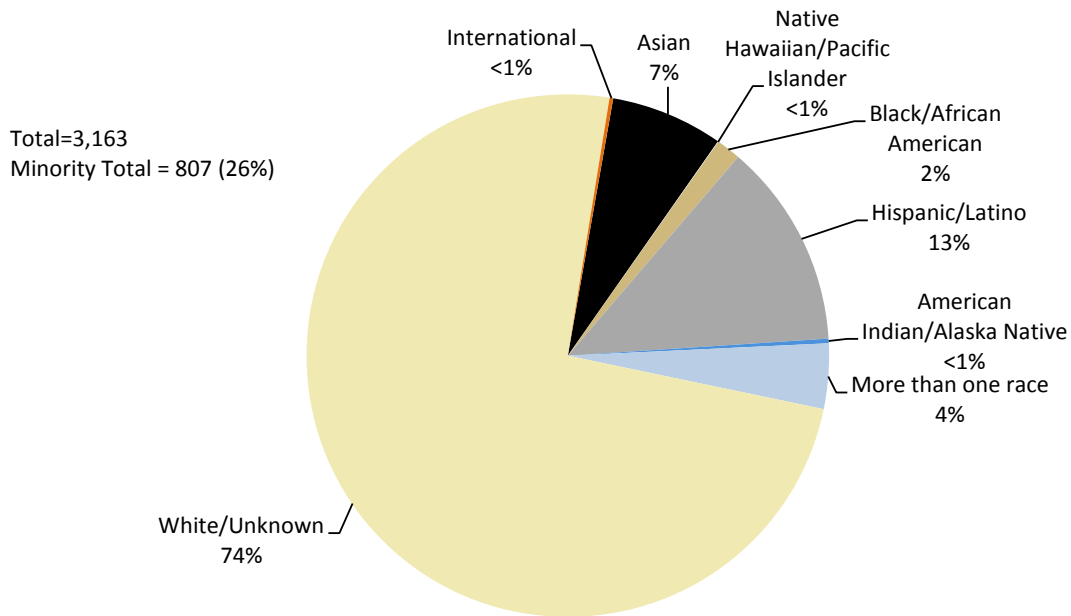
¹ Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2010. Data source: Colorado Department of Education, http://www.cde.state.co.us/index_stats.htm

² Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Boulder
New Resident Freshmen by Race/Ethnicity, Fall 2011
 (End-of-Term Enrollment)



Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."



**University of Colorado Boulder
Faculty and Staff Diversity**

Data provided by the CU-Boulder Office of Planning, Budget, and Analysis
www.colorado.edu/pba/ia/

**University of Colorado Boulder
Full-Time Faculty and Staff, Fall 2011**

	Total	Female		Male		Minority		Ethnicity/Citizenship						
		#	%	#	%	#	%	Black/ African American	Indian/ Alaska Native	Asian	Hispanic /Latino	White	Unknown	Inter- national
Faculty/Academic Staff	2,001	713	36%	1,288	64%	301	17%	30	8	173	90	1,396	94	210
Instructional Faculty	1,344	507	38%	837	62%	227	17%	27	7	126	67	1,022	64	31
Tenured/Tenure Track	1,062	347	33%	715	67%	198	19%	24	7	111	56	790	50	24
Full Professor	443	103	23%	340	77%	59	13%	6	2	32	19	371	10	3
Associate Professor	340	121	36%	219	64%	68	20%	7	2	37	22	250	19	3
Assistant Professor	279	123	44%	156	56%	71	27%	11	3	42	15	169	21	18
Non-Tenure Track	282	160	57%	122	43%	29	11%	3	-	15	11	232	14	7
Instructor/Sr. Instructor	282	160	57%	122	43%	29	11%	3	-	15	11	232	14	7
Research Faculty/Academic Research Staff	657	206	31%	451	69%	74	15%	3	1	47	23	374	30	179
Staff	2,877	1,567	54%	1,310	46%	745	26%	86	19	211	429	1,983	131	5
Executive/Administrative/Managerial	584	330	57%	254	43%	106	18%	33	6	29	38	449	28	1
Officers -- Faculty Status	17	3	18%	14	82%	2	12%	2	-	-	-	15	-	-
Officers -- Without Faculty Status	4	2	50%	2	50%	-	0%	-	-	-	-	3	1	-
Other -- Faculty Status	41	14	34%	27	66%	4	10%	2	-	1	1	36	1	-
Other -- Without Faculty Status	522	311	60%	211	40%	100	19%	29	6	28	37	395	26	1
Other Professionals (support/service)	726	382	53%	344	47%	121	17%	30	6	39	46	553	36	3
w/Faculty Status	41	27	66%	14	34%	6	15%	1	-	4	1	33	1	1
Exempt Professionals	246	147	60%	99	40%	54	22%	13	3	17	21	170	20	2
Classified Staff	439	208	47%	231	53%	61	14%	16	3	18	24	350	15	-
Technical and Paraprofessionals	510	346	68%	164	32%	90	18%	7	2	31	50	399	20	1
Clerical and Secretarial	329	273	83%	56	17%	46	14%	5	1	10	30	266	17	-
Skilled Crafts	179	6	3%	173	97%	37	21%	2	1	3	31	133	9	-
Service/Maintenance	549	230	42%	319	58%	345	63%	9	3	99	234	183	21	-
Faculty/Staff Total	4,878	2,280	47%	2,598	53%	1,046	22%	116	27	384	519	3,379	225	215

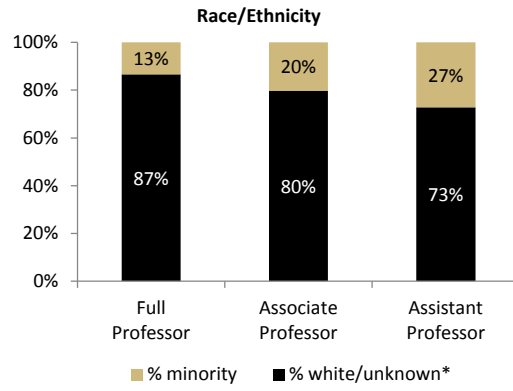
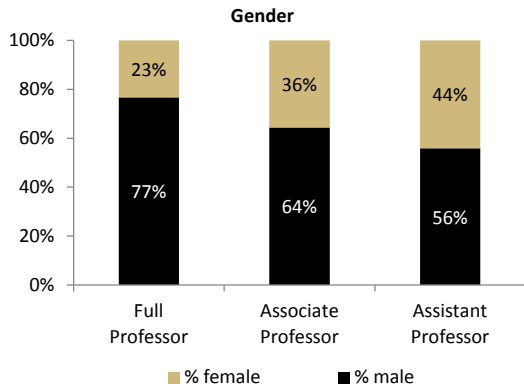
Notes: Includes all employees reported for IPEDS EAP for Fall 2011. Excludes student and other temporary employees.

Individuals with active and paid leave appointments with known salary including all TTT status, instructor/sr. instructor status with 50%+ total time, and all others with 100% time as of Oct 1, 2011.

Minority total includes multi-racial and excludes white, unknown, international. Percent minority is total minority divided by all excluding international.

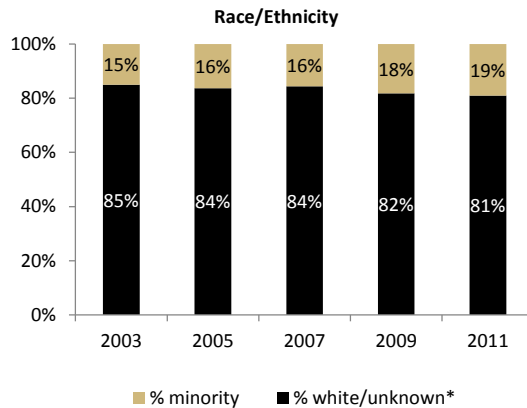
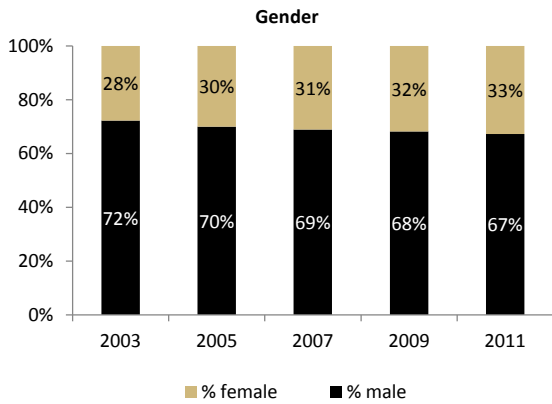
University of Colorado Boulder

Regular Instructional Faculty, Fall 2011 Tenured/Tenure Track

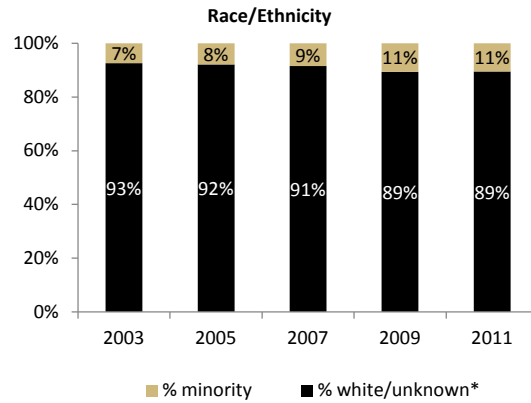
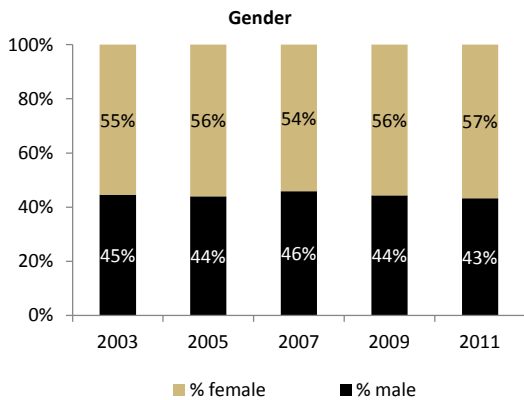


Regular Instructional Faculty, Fall 2003 - Fall 2011 Tenured/Tenure Track Faculty

All Ranks Combined



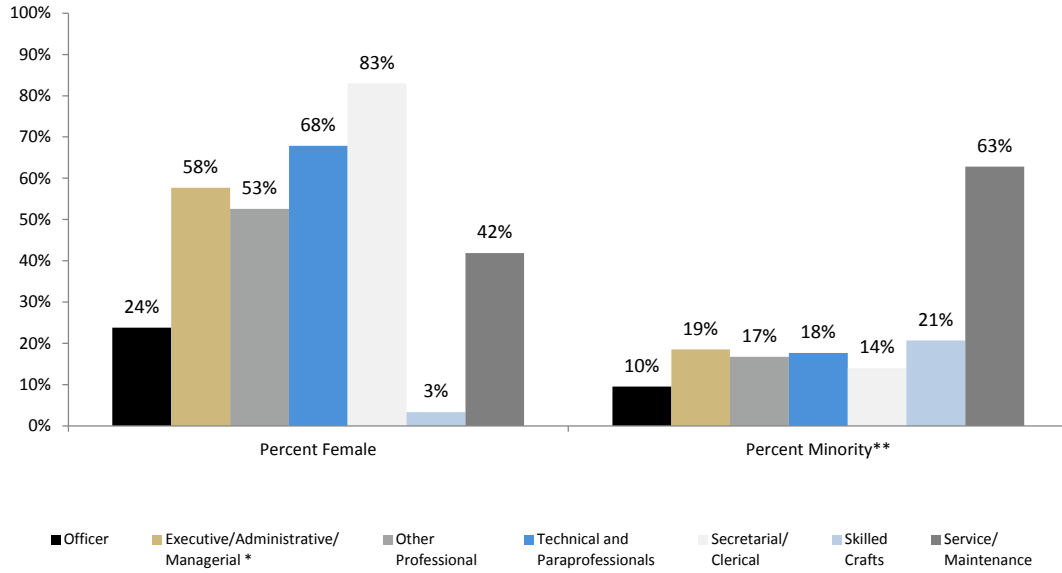
Non-Tenure Track Faculty Instructors and Senior Instructors Combined



* Percent minority and percent white/unknown calculations exclude international faculty.

University of Colorado Boulder

Staff Diversity by Occupational Category, Fall 2011



* Excluding officers

**Percent minority calculations exclude international staff



University of Colorado
Colorado Springs

University of Colorado Colorado Springs

2011-2012 Report on Diversity

Pathways for Diversity and Inclusion, 2011-12

This year UCCS reflected on progress and challenges since the adoption of the 2007 Diversity Strategic Plan and engaged in a new round of strategic planning for the campus looking ahead to 2020. Based on broad campus participation, inclusiveness and diversity were integrated more thoroughly into the campus vision, values and goals. The campus strategic plan was submitted to the Board of Regents for consideration in April.

Student Success

In the past few years, the diversity of students has increased steadily even with record levels of enrollment growth at UCCS. The numbers and the proportions of minority students grew. This is particularly true for undergraduate students with 24% students of color and more so for first-time resident freshmen (28%). This is the result of strategic enrollment management, outreach, and linkage with college preparedness programs. Forty percent of undergraduates are first-generation college students and more than one-third are from households with very limited financial resources (35% received Pell grants for lower income families). The majority of Colorado students continue to come from the Pikes Peak region (66%), but an increasing number are coming from other parts of the state.

UCCS is committed to broadening access through our Precollegiate Development and other pipeline programs and in collaboration with the Southern Colorado Higher Education Consortium. However, the real measures of success are the students who progress through college and graduate. Freshmen retention rates improved across the board the past year, including for minority, and Pell eligible students.

Faculty and Staff Development

Diversity Champions assigned to all faculty and professional exempt search committees spearhead efforts to increase the diversity of hiring pools and to seek out candidates who are prepared to contribute to campus diversity and inclusiveness strategies, regardless of their own social identity. Faculty contributions may involve instructional approaches, curricula, scholarship and community engagement, among others. Depending on the content of the specific job, professional exempt positions may contribute to culturally responsive student support, inclusive outreach and programming, to name a few. In fall 2011, fourteen percent of all tenure track faculty/academic staff were people of color, but the diversity of assistant professors was much higher (21% minority). Twenty percent of the UCCS staff were minority, including 12% of executive leadership, 21% of exempt professionals and 27% of the classified staff.

Teaching and Scholarship

In 2011, the UCCS faculty adopted a new set of general education goals that expressly identified the need for students to develop self-awareness and competencies that allow them to participate effectively in a society that encompasses diverse experiences, perspectives and realities. With the broad participation of faculty, the General Education Task Force is developing a core curricular framework to assure these learning outcomes. The first elements of the new core curriculum will be piloted in the coming year.

UCCS is one of eight campuses nationwide selected by the American Council on Education in 2011 to participate in the "At Home in the World" initiative to develop best practices for

integrating traditional diversity concerns with internationalization efforts. The first step for UCCS is the establishment of an Office for International Affairs in Spring 2012 to support international students and to facilitate broad access to global engagement opportunities.

The Knapsack Institute, The BIG Idea Inclusiveness Workshop, the Safe Zone trainings and other professional development programs continue to help faculty assure learning experiences that are inclusive for students of all social backgrounds. All of these programs emphasize intersectional approaches that consider the multiple dimensions of social identity.

Campus Climate

Academic and campus life programming are critical in nurturing an open campus environment in which people with different perspectives and backgrounds can fruitfully engage with each other. A clear example is the Center for Religious Diversity and Public Life service initiative to encourage students from different faith backgrounds to join together to address issues of energy and the environment and veterans and military families. In addition, the Center holds weekly topical discussion groups for students of diverse beliefs and backgrounds.

The Respect on Campus project led by Dr. Catherine Kaukinen aims to increase safety on campus by providing baseline education about dating violence, intimate partner violence, stalking and sexual assault for all UCCS students. With a three-year research grant from the National Institute for Justice, the project will also develop new and innovative programs to address these problems.

In addition to these proactive educational efforts, UCCS has improved the communication among the entities that respond to any complaints of bias and harassment on campus. The Inclusive Campus Action Team provides a unified point of contact with representation from student support units and the faculty and coordinates closely with the Office of Discrimination and Harassment which follows through on specific incidents.

Community Engagement

UCCS is involved in numerous aspects of the community life including such areas as economic development, sustainability, the arts, wellness and education. Our community-based approach to education is typified in our efforts to increase participation rates in higher education in Southern Colorado. In partnership with all of the public universities and school districts in Southern Colorado, UCCS is reaching out to families, community groups and social service agencies to engage students who would not otherwise pursue formal education beyond high school. Collaborations with the Educating Children of Color conference, the Pikes Peak Community Development Initiative, CESDA and other programs bring hundreds of students and their families to UCCS for educational enrichment and college preparation programs.

Diversity and Excellence— Quantitative Highlights—2012

- Robust undergraduate enrollment growth at UCCS in the past year (+7.2%) includes an even larger increase in the number of minority students (12.8%).
- 24% of undergraduates are students of color, compared to 22% last year and 2.5% are from multi-racial backgrounds.

- The number of baccalaureate degrees awarded to minority students increased by 43% from 2010 to 2011 comprising 21% of the total. The ethnic diversity of Colorado resident freshmen is even greater with 28% students of color.
- Graduate student enrollment on the whole declined by 6%, but minority student enrollment increased by 4%.
- 35% of UCCS undergraduates are recipients of Pell grants for low-income students, the highest proportion in the past ten years.
- 45% of baccalaureate degrees awarded in 2011 were to Pell grant recipients.
- Freshman retention rates increased to 71% among all first time freshmen. Pell recipients were even more likely to come back the next year with a retention rate of 72%. The retention rate for minority students was slightly lower at 69%, but showed significant improvement over the prior year when 64% of freshman returned.
- Six-year graduation rates for minority first-time students who entered in 2005 were particularly low, but the improved retention rates for students of color since 2005 should bolster the six-year graduation rate in coming years.
- First generation students continue to form a substantial portion (40%) of the undergraduate student body even as the campus grows.
- The proportion of minority faculty/academic staff is 14%, but 21% of all assistant professors at UCCS are minority.

Diversity and Excellence— Qualitative Highlights—2012

Promising Innovations

At Home in the World

UCCS is one of eight postsecondary institutions nationwide selected for this American Council on Education initiative to develop synergies between diversity and internationalization initiatives in teaching and scholarship. The program provides a learning community of distinct types of educational institutions from around the country to develop institutional strategies and best practices for preparing diverse students to excel personally and professionally as global citizens.

SóColo Reach

This program is a product of collaboration within the Southern Colorado Higher Education Consortium. A 30-hour cross-licensed curriculum of dual enrollment classes is being developed for high school and community outreach. The consortium goal is to enhance postsecondary participation rates for all of Southern Colorado by attracting students from diverse backgrounds to enroll and succeed at UCCS and other colleges and universities.

Institutionalized Excellence

Respect on Campus (ROC): Violence education, intervention, and prevention program

ROC was initiated with three-year federal grant to create an ongoing campus program for violence education, intervention and prevention. Training is being delivered in all freshman orientation sessions, in freshman seminars and other lower division courses. The program contributes to inclusiveness by advocating a safe campus environment and improving response and support processes.

Retention Office Early Alert and Mentorship Program

UCCS provides intensive support programs for first year students including early alert, academic coaching, and centers of academic excellence. These programs improve student retention through focused and coordinated efforts that are aligned with the needs of distinct student populations.

P-20 and Pipeline Initiatives

Pikes Peak Community Development Program

This college preparedness program is a collaboration among educational and community organizations supported by the El Pomar Foundation to provide a year-round program for students and families from Southern Colorado Springs. Students from diverse backgrounds and their families are engaged in a series of academic and college preparatory programs on the major college campuses in the Pikes Peak region.

Pre-Collegiate Development Program

The Pre-Collegiate Development Program (PCDP) at UCCS is an institutionally funded academic program for college-bound high school and middle school students. The program serves first generation students from diverse backgrounds beginning in middle school. A developmental sequence of for-credit academic courses are provided to rising sophomores, juniors, seniors and entering college freshman from fifteen target high schools and twelve target middle schools.

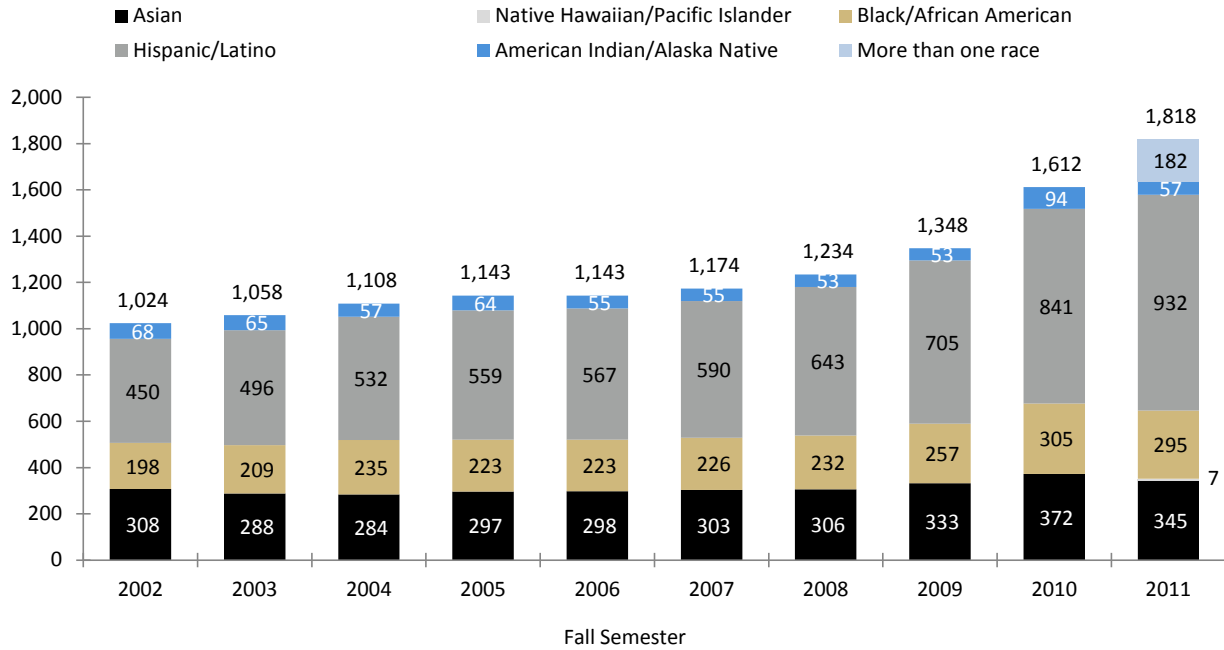


University of Colorado
Colorado Springs

**University of Colorado Colorado Springs
Student Diversity**

Data provided by the UCCS Office of Institutional Research
<http://www.uccs.edu/~ir/>

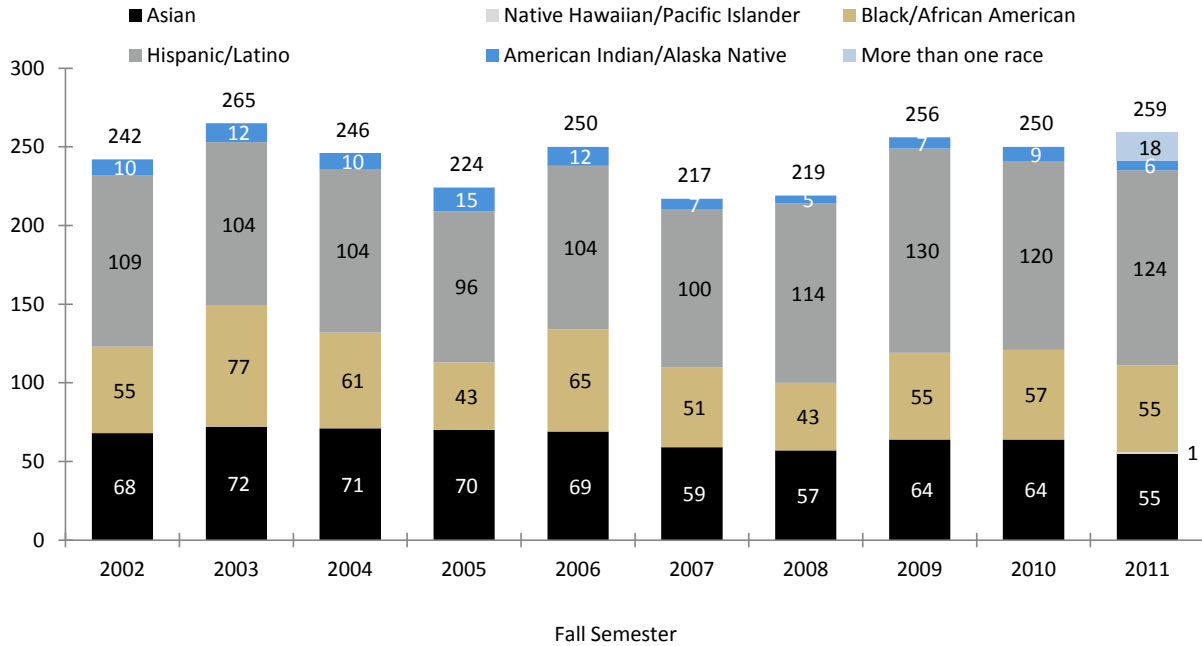
University of Colorado Colorado Springs
Undergraduate Fall Headcount Enrollment by Race/Ethnicity



Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	308	288	284	297	298	303	306	333	372	345
Native Hawaiian/Pacific Islander										7
Black/African American	198	209	235	223	223	226	232	257	305	295
Hispanic/Latino	450	496	532	559	567	590	643	705	841	932
American Indian/Alaska Native	68	65	57	64	55	55	53	53	94	57
More than one race										182
White/Unknown	4,574	4,793	4,872	4,955	4,938	5,032	5,235	5,392	5,522	5,836
International	51	24	25	21	22	28	29	30	37	42
Total Enrollment	5,649	5,875	6,005	6,119	6,103	6,234	6,498	6,770	7,171	7,696
Minority Total	1,024	1,058	1,108	1,143	1,143	1,174	1,234	1,348	1,612	1,818
Minority as % of Total	18%	18%	18%	19%	19%	19%	19%	20%	22%	24%

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

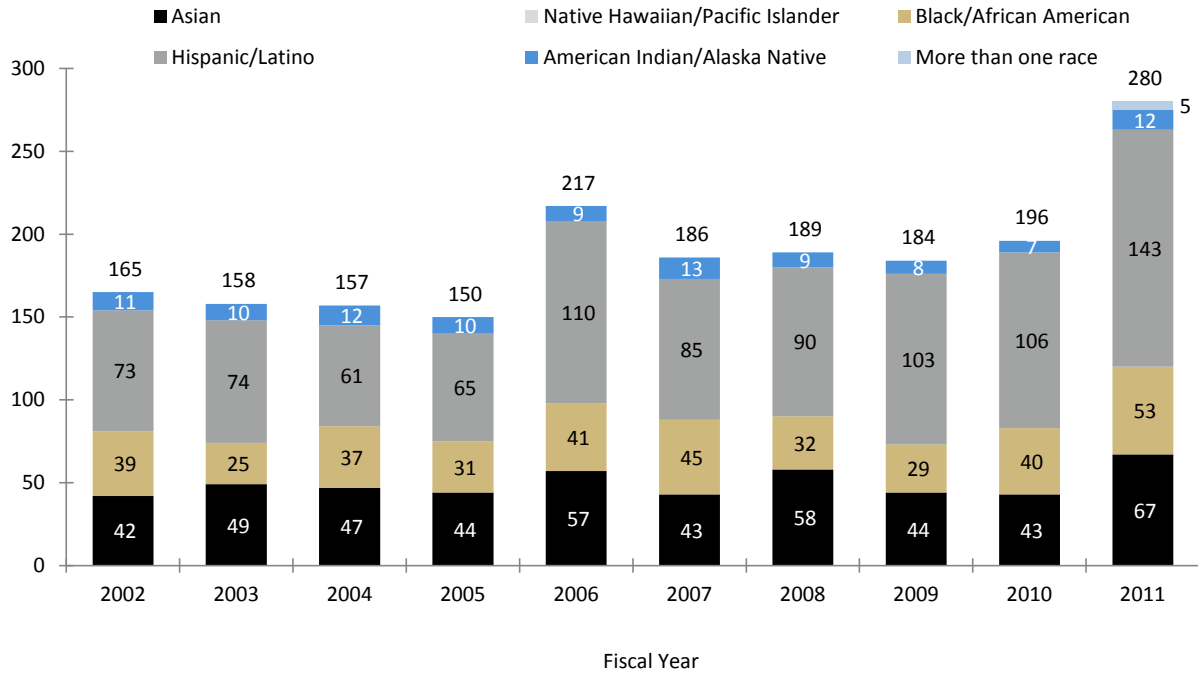
**University of Colorado Colorado Springs
Graduate Fall Headcount Enrollment by Race/Ethnicity**



Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	68	72	71	70	69	59	57	64	64	55
Native Hawaiian/Pacific Islander										1
Black/African American	55	77	61	43	65	51	43	55	57	55
Hispanic/Latino	109	104	104	96	104	100	114	130	120	124
American Indian/Alaska Native	10	12	10	15	12	7	5	7	9	6
More than one race										18
White/Unknown	1,429	1,426	1,337	1,196	1,166	1,218	1,249	1,415	1,419	1,301
International	87	54	41	28	28	24	23	23	52	65
Total Enrollment	1,758	1,745	1,624	1,448	1,444	1,459	1,491	1,694	1,721	1,625
Minority Total	242	265	246	224	250	217	219	256	250	259
Minority as % of Total	14%	15%	15%	15%	17%	15%	15%	15%	15%	16%

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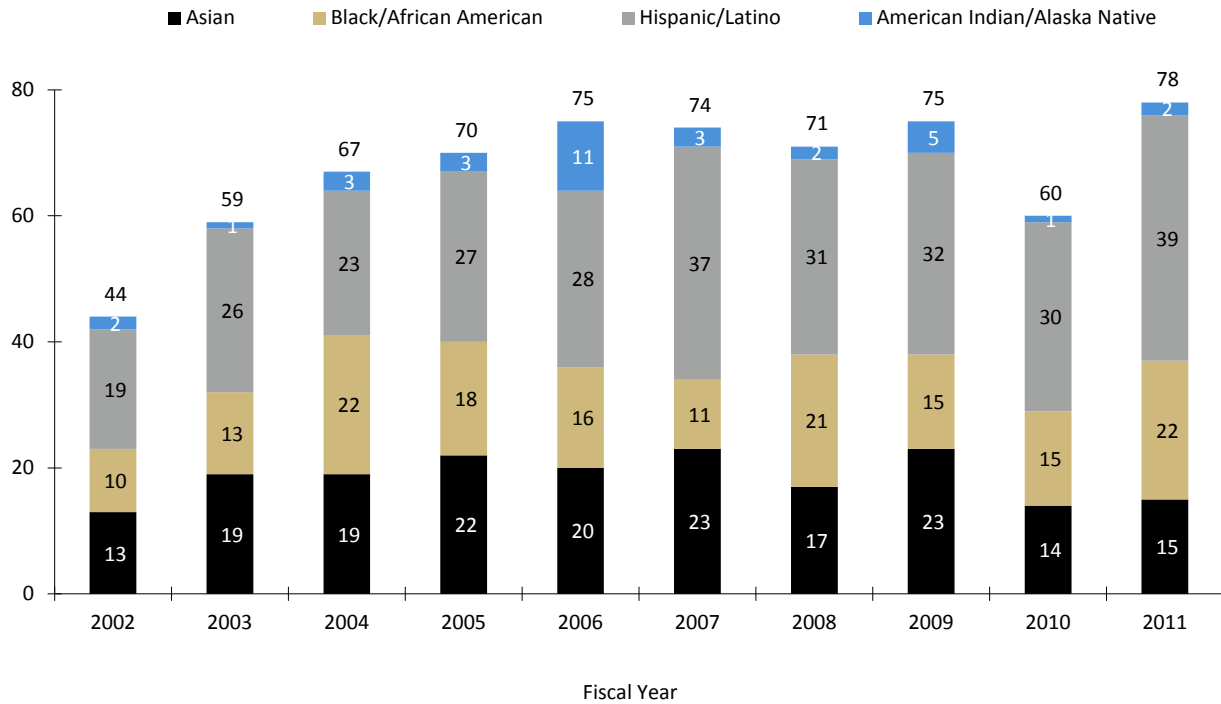
**University of Colorado Colorado Springs
Baccalaureate Degrees Awarded by Race/Ethnicity**



Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	42	49	47	44	57	43	58	44	43	67
Native Hawaiian/Pacific Islander										-
Black/African American	39	25	37	31	41	45	32	29	40	53
Hispanic/Latino	73	74	61	65	110	85	90	103	106	143
American Indian/Alaska Native	11	10	12	10	9	13	9	8	7	12
More than one race										5
White/Unknown	723	732	843	869	918	926	976	1,037	1,028	1,042
International	1	5	6	7	7	4	1	4	4	5
Total Degrees Awarded	889	895	1,006	1,026	1,142	1,116	1,166	1,225	1,228	1,327
Minority Total	165	158	157	150	217	186	189	184	196	280
Minority as % of Total	19%	18%	16%	15%	19%	17%	16%	15%	16%	21%

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

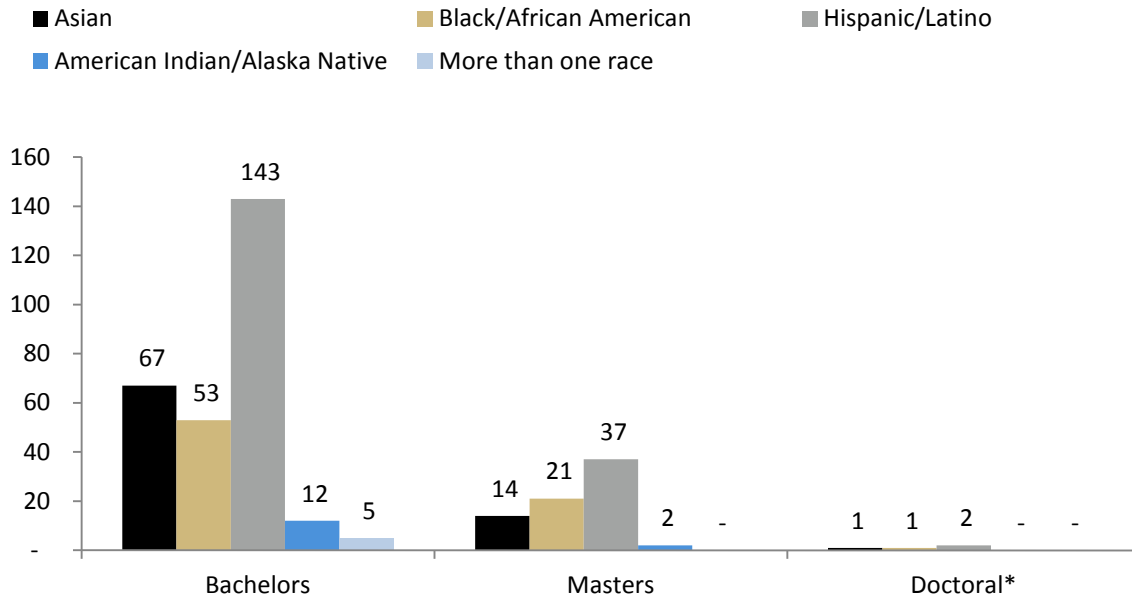
**University of Colorado Colorado Springs
Graduate Degrees Awarded by Race/Ethnicity**



Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	13	19	19	22	20	23	17	23	14	15
Native Hawaiian/Pacific Islander										-
Black/African American	10	13	22	18	16	11	21	15	15	22
Hispanic/Latino	19	26	23	27	28	37	31	32	30	39
American Indian/Alaska Native	2	1	3	3	11	3	2	5	1	2
More than one race										-
White/Unknown	343	382	475	460	413	416	423	459	451	465
International	24	24	24	24	13	10	9	7	2	6
Total Degrees Awarded	411	465	566	554	501	500	503	541	513	549
Minority Total	44	59	67	70	75	74	71	75	60	78
Minority as % of Total	11%	13%	12%	13%	15%	15%	14%	14%	12%	14%

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

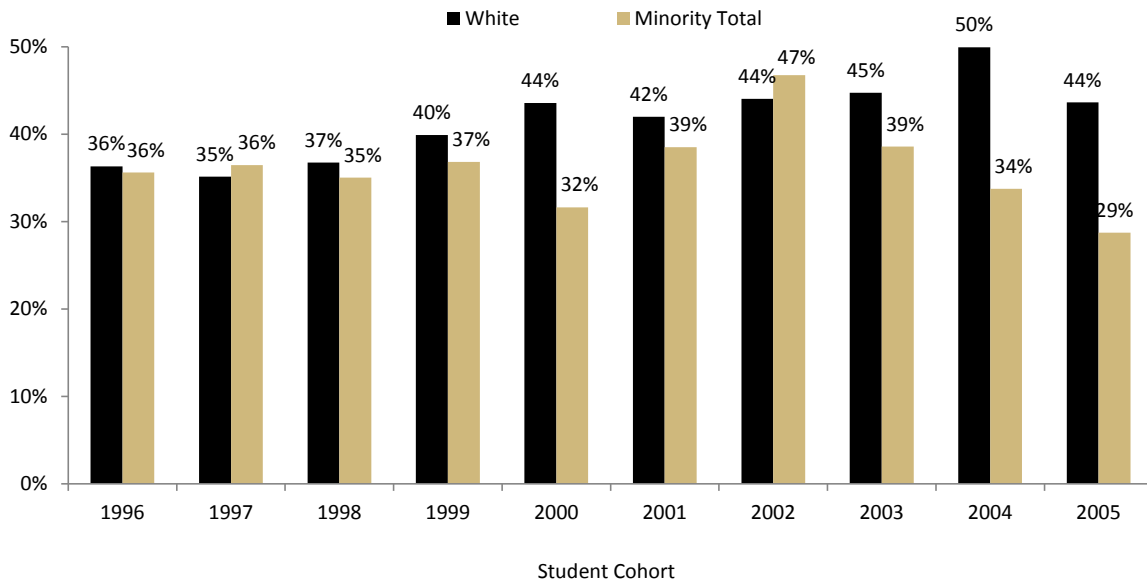
**University of Colorado Colorado Springs
Degrees Awarded by Race/Ethnicity
Fiscal Year 2011**



Race/Ethnicity	Bachelors	Masters	Doctoral*	Total
Asian	67	14	1	82
Black/African American	53	21	1	75
Hispanic/Latino	143	37	2	182
American Indian/Alaska Native	12	2	-	14
More than one race	5	-	-	5
White/Unknown	1,042	447	18	1,507
International	5	5	1	11
Total Degrees Awarded	1,327	526	23	1,876
Minority Total	280	74	4	358

*Doctoral includes PhD and DNP.

**University of Colorado Colorado Springs
Undergraduate Six-Year Graduation Rates by Race/Ethnicity**

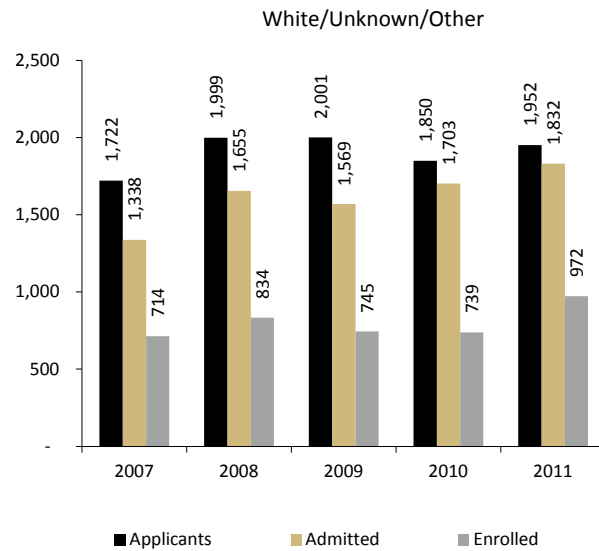
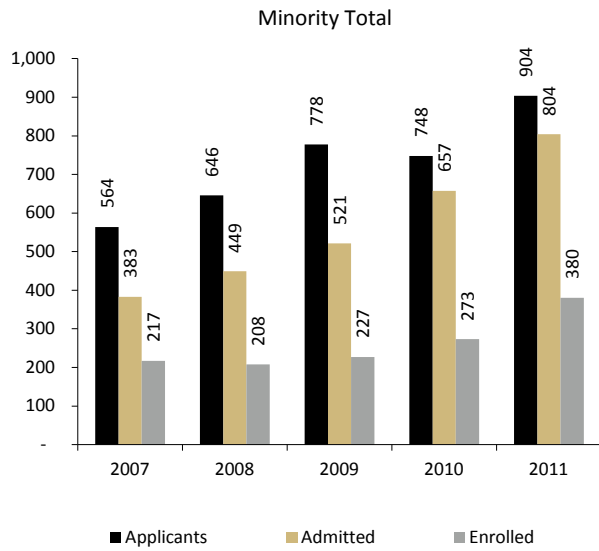


Undergraduate Cohort*	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	23	29	33	41	41	50	43	39	44	42
Black/African American	16	24	19	29	27	17	26	24	34	28
Hispanic/Latino	30	39	58	77	60	61	65	71	76	89
American Indian/Alaska Native	4	4	7	5	8	7	5	6	9	8
White	300	421	509	544	560	567	670	673	703	745
Unknown	10	18	17	21	35	35	35	40	30	42
International	0	6	3	2	3	4	6	4	2	3
Total	383	541	646	719	734	741	850	857	898	957
Minority Total	73	96	117	152	136	135	139	140	163	167

Six-Year Graduation Rate	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	48%	34%	39%	49%	32%	32%	53%	33%	39%	31%
Black/African American	13%	50%	32%	38%	22%	41%	46%	50%	15%	36%
Hispanic/Latino	37%	31%	33%	31%	38%	41%	43%	41%	42%	27%
American Indian/Alaska Native	50%	25%	43%	20%	13%	57%	40%	0%	11%	13%
White	36%	35%	37%	40%	44%	42%	44%	45%	50%	44%
Unknown	40%	33%	35%	29%	40%	34%	49%	25%	27%	60%
International	-	33%	0%	50%	67%	50%	67%	75%	0%	67%
Total	36%	35%	36%	39%	41%	41%	45%	43%	46%	42%
Minority Total	36%	36%	35%	37%	32%	39%	47%	39%	34%	29%

* Cohorts include first-time first-year full-time students entering in the Fall semester.

**University of Colorado Colorado Springs
Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity**



Asian

Fall Term	Applicants	Admitted	Enrolled
2007	133	96	64
2008	134	100	51
2009	168	122	61
2010	146	133	44
2011	113	102	60

Native Hawaiian/Pacific Islander

Fall Term	Applicants	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	4	4	2

Black/African American

Fall Term	Applicants	Admitted	Enrolled
2007	123	73	36
2008	136	88	37
2009	172	92	31
2010	129	109	44
2011	123	98	51

Hispanic/Latino

Fall Term	Applicants	Admitted	Enrolled
2007	291	204	111
2008	348	243	111
2009	409	288	126
2010	412	364	166
2011	487	434	179

American Indian/Alaska Native

Fall Term	Applicants	Admitted	Enrolled
2007	17	10	6
2008	28	18	9
2009	29	19	9
2010	61	51	19
2011	15	12	7

More than one race

Fall Term	Applicants	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	162	154	81

White/Unknown/Other

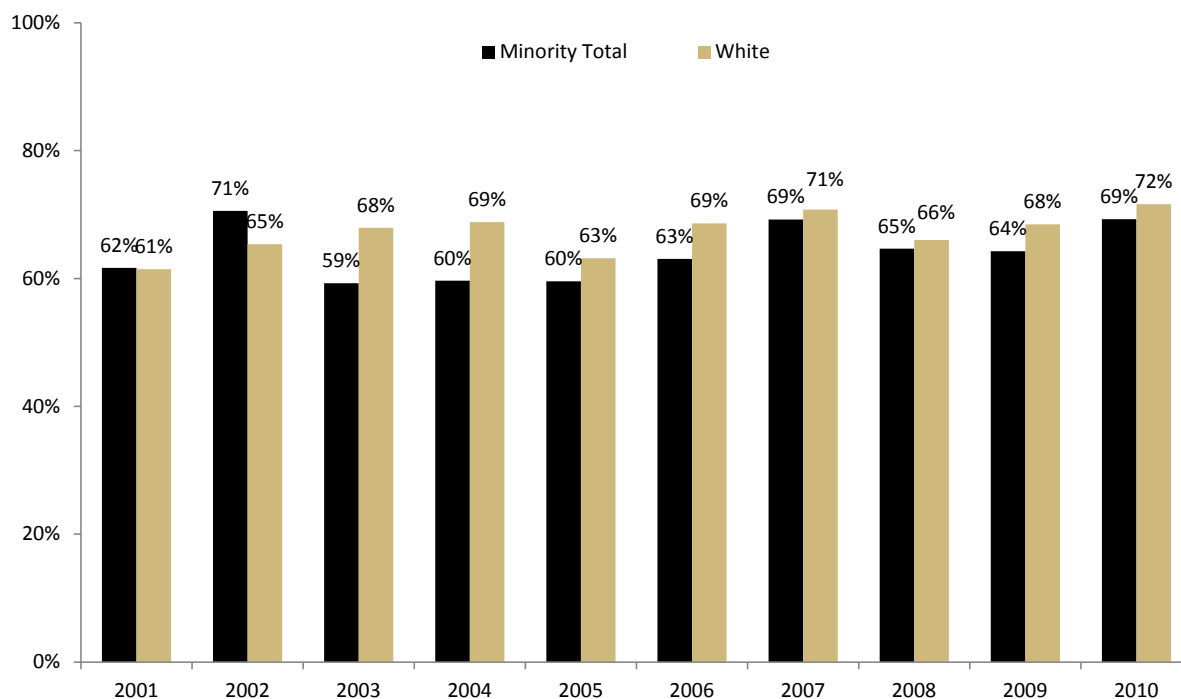
Fall Term	Applicants	Admitted	Enrolled
2007	1,722	1,338	714
2008	1,999	1,655	834
2009	2,001	1,569	745
2010	1,850	1,703	739
2011	1,952	1,832	972

Total

Fall Term	Applicants	Admitted	Enrolled
2007	2,286	1,721	931
2008	2,645	2,104	1,042
2009	2,779	2,090	972
2010	2,598	2,360	1,012
2011	2,856	2,636	1,352

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University of Colorado Colorado Springs 1-Year Freshman Retention Rates by Race/Ethnicity

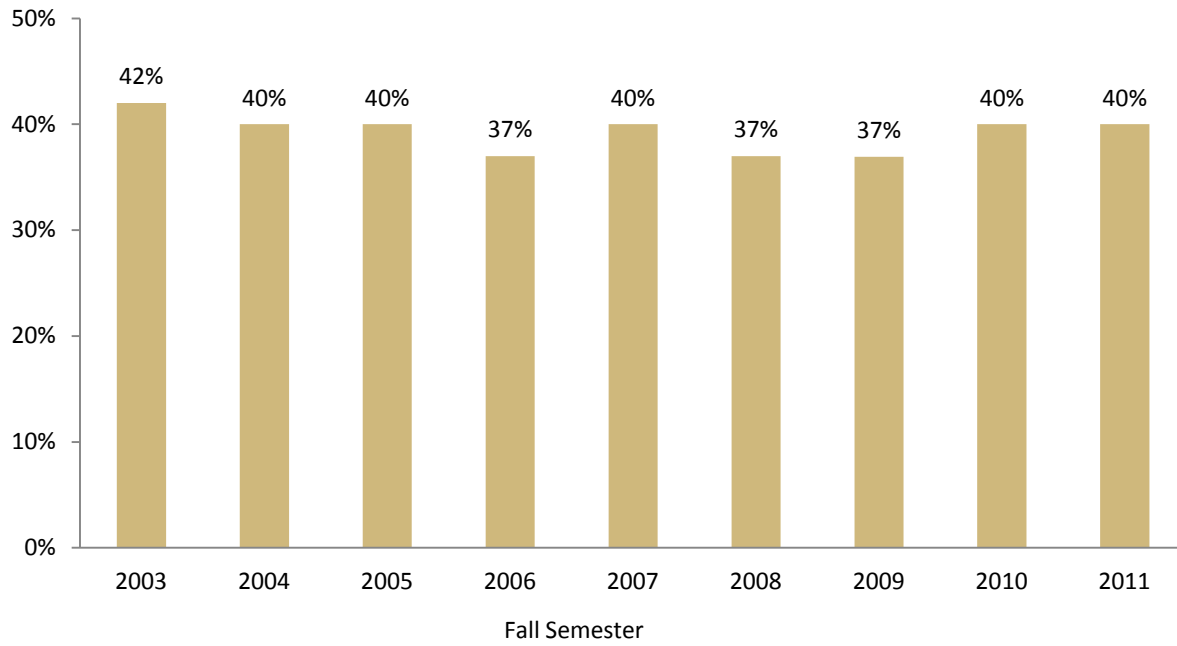


First-Year Student Cohort

First-year Cohort	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Asian	54	48	44	49	46	52	70	56	65	44
Black/African American	19	26	25	37	34	36	39	39	36	39
Hispanic/Latino	66	73	81	85	98	100	119	126	138	184
American Indian/Alaska Native	7	6	7	10	10	7	6	11	10	9
White	623	722	714	750	790	752	725	871	783	821
Other/Unknown	36	38	43	31	45	43	50	52	61	19
International	5	6	4	2	3	6	4	3	4	7
Total	810	919	918	964	1,026	996	1,013	1,158	1,097	1,156
Minority Total	146	153	157	181	188	195	234	232	249	309

Percent Enrolled One Year Later	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Asian	59%	67%	61%	55%	72%	58%	70%	71%	75%	82%
Black/African American	63%	77%	56%	54%	65%	58%	69%	67%	56%	56%
Hispanic/Latino	59%	73%	60%	64%	54%	66%	69%	60%	62%	68%
American Indian/Alaska Native	100%	50%	43%	70%	40%	86%	67%	73%	60%	78%
White	61%	65%	68%	69%	63%	69%	71%	66%	68%	72%
Other/Unknown	64%	74%	63%	45%	69%	67%	68%	85%	62%	68%
International	60%	83%	100%	100%	100%	100%	75%	67%	100%	71%
Total	62%	67%	66%	66%	63%	68%	70%	67%	67%	71%
Minority Total	62%	71%	59%	60%	60%	63%	69%	65%	64%	69%

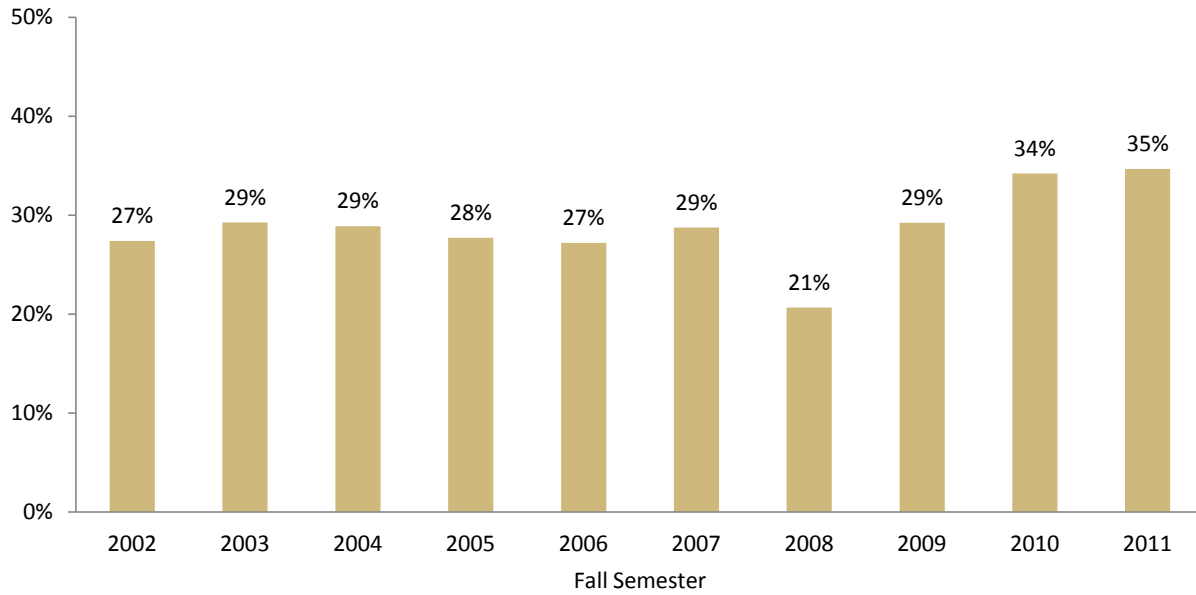
**University of Colorado Colorado Springs
 Estimated Fall Enrollment of First-Generation Students
 (Percent of Undergraduate Enrollment)**



	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total UG First Generation Enrolled	2,468	2,402	2,448	2,258	2,494	2,404	2,500	2,868	3,078
% of Total UG Enrollment	42%	40%	40%	37%	40%	37%	37%	40%	40%

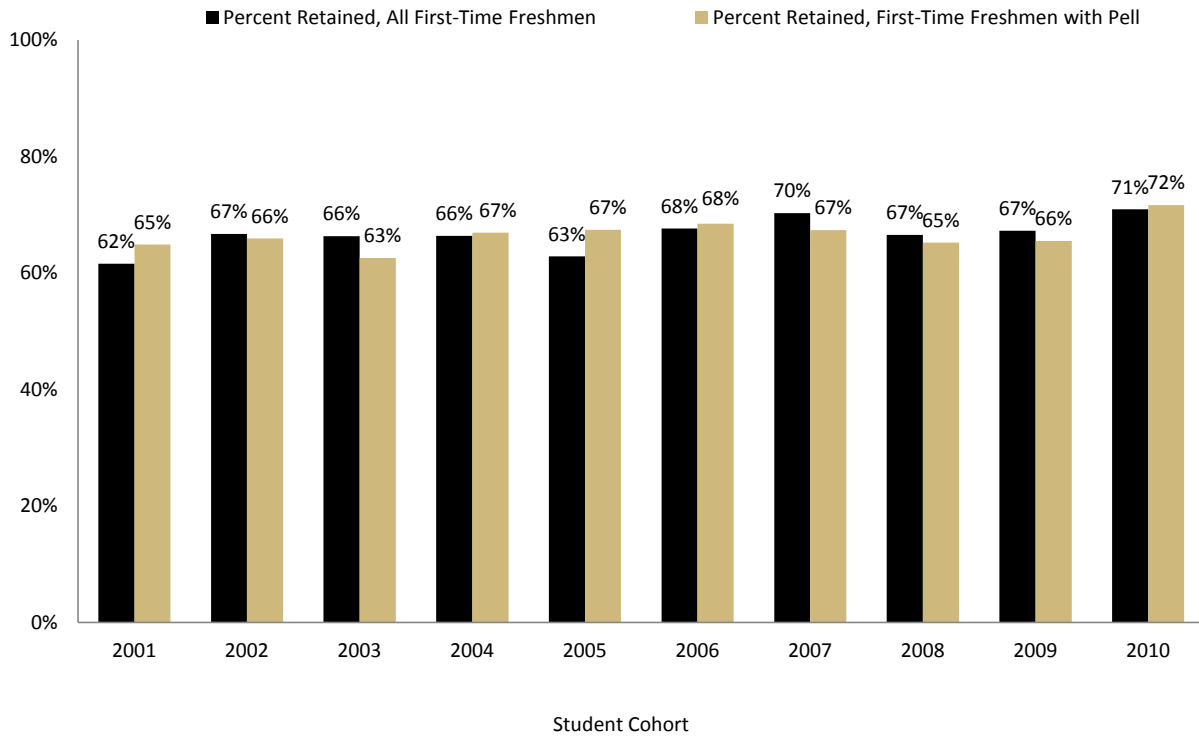
* First generation defined as an undergraduate with neither parent possessing a 4-year degree. UCCS estimate based on student surveys and FAFSA.

**University of Colorado Colorado Springs
Fall Enrollment of Pell Grant Recipients
(Percent of Undergraduate Enrollment)**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total UG Pell recipients enrolled	1,547	1,719	1,735	1,696	1,661	1,793	1,343	1,980	2,455	2,668
% of Total UG Enrollment	27%	29%	29%	28%	27%	29%	21%	29%	34%	35%

**University of Colorado Colorado Springs
1-Year Retention Rates of Freshman Pell Grant Recipients**

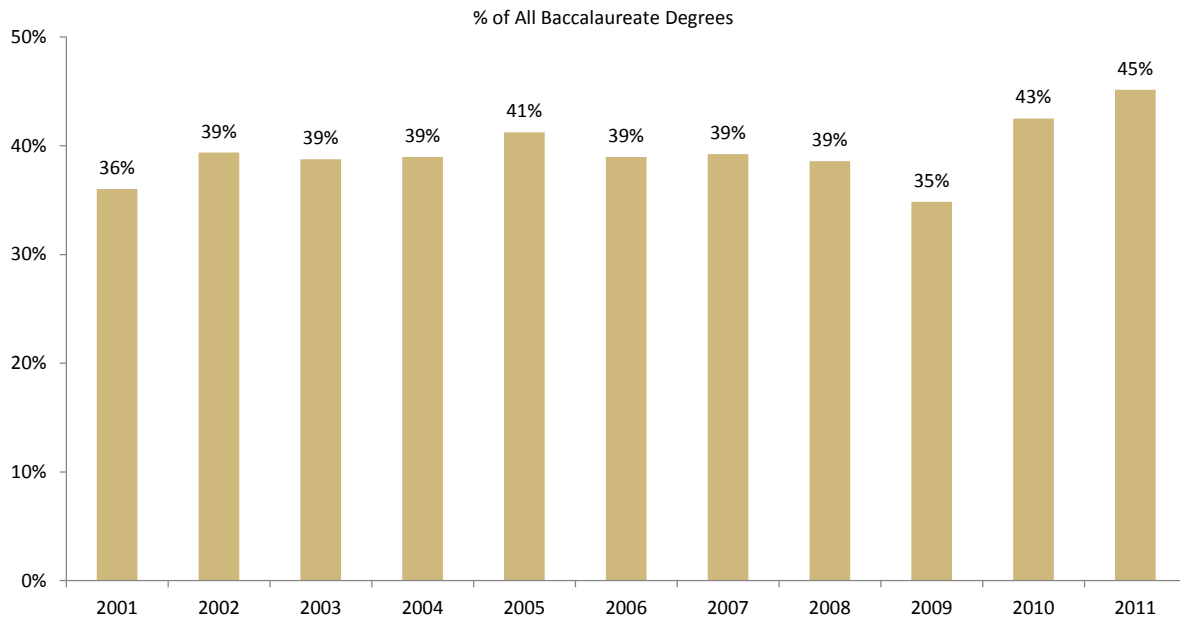


	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
First-Year Student Cohorts*	151	185	198	221	215	219	230	236	296	339
Number Retained**	98	122	124	148	145	150	155	154	194	243
Percent Retained, First-Time Freshmen with Pell	65%	66%	63%	67%	67%	68%	67%	65%	66%	72%
Percent Retained, All First-Time Freshmen	62%	67%	66%	66%	63%	68%	70%	67%	67%	71%

* First-Time freshmen (FRF, FRO, FRN) w/Pell entering Fall term

**Number enrolled in subsequent fall

**University of Colorado Colorado Springs
Baccalaureate Degrees Granted to Pell Grant Recipients**

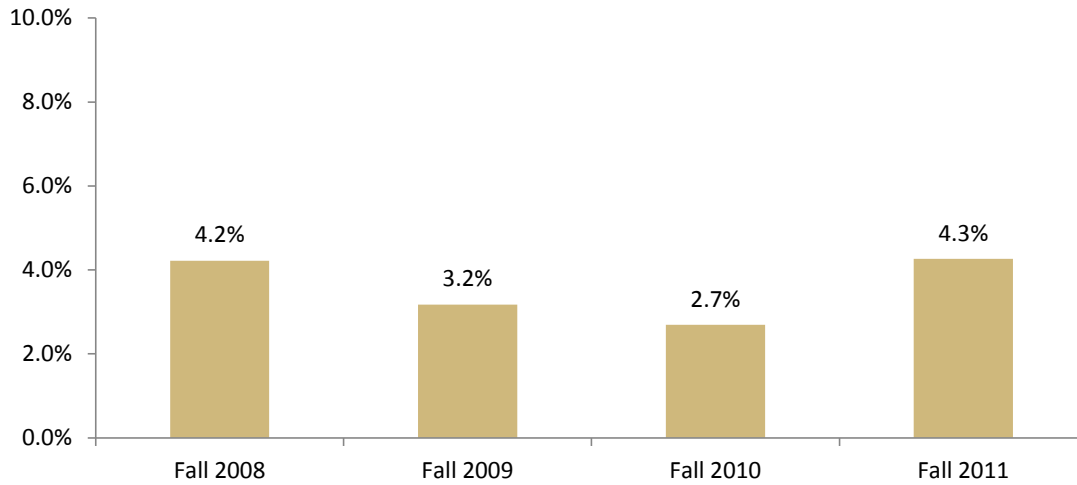


	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Baccalaureate Degrees Awarded to Pell Recipients*	272	350	347	392	423	445	438	450	427	522	599
% of Total Baccalaureate Degrees	36%	39%	39%	39%	41%	39%	39%	39%	35%	43%	45%

* counted if student was ever a Pell recipient

University of Colorado Colorado Springs Enrollment of Students with Disabilities

Undergraduate Students formally registered with the Office of Disability Services
as a Percent of All Undergraduates

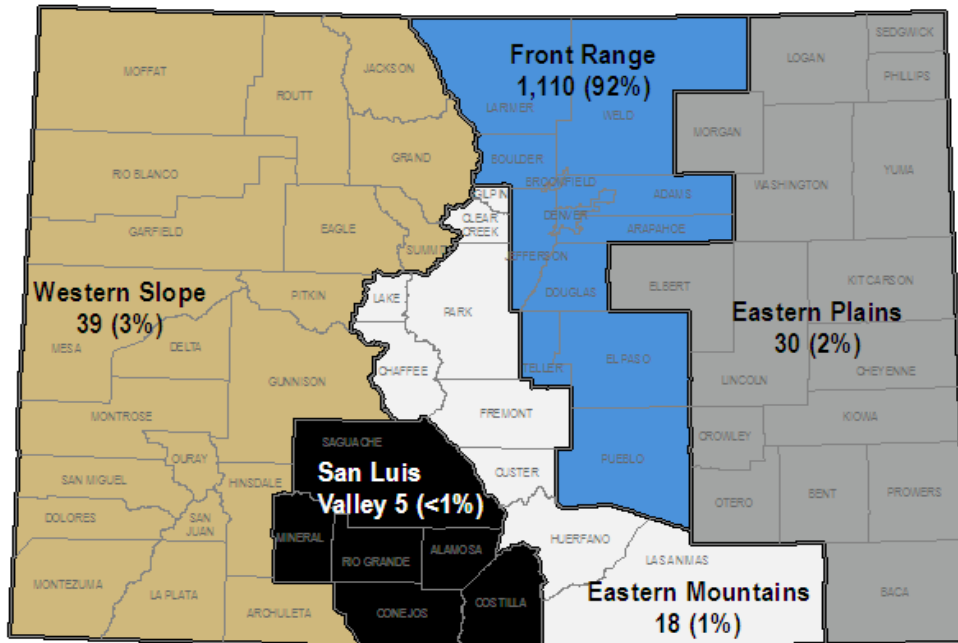


Number of undergraduates registered with Office of Disability Services
Percent of all undergraduates

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of undergraduates registered with Office of Disability Services	274	215	193	328
Percent of all undergraduates	4.2%	3.2%	2.7%	4.3%

**University of Colorado Colorado Springs
New Resident Freshmen, Fall 2011
Home Region**

(Based on County of Origin, End-of-Term Enrollment)



Unknown: 6 (<1%)

Region	12th Graders Enrolled in CO Public Schools ¹	UCCS New Resident Freshmen, Fall 2011	
		Enrolled ²	Percent
Eastern Mountains	2%	18	1%
Eastern Plains	4%	30	2%
Front Range	81%	1,110	92%
San Luis Valley	1%	5	<1%
Western Slope	10%	39	3%
unknown	2%	6	<1%
Total	100%	1,208	100%

¹ Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2010. Data source: Colorado Department of Education, http://www.cde.state.co.us/index_stats.htm

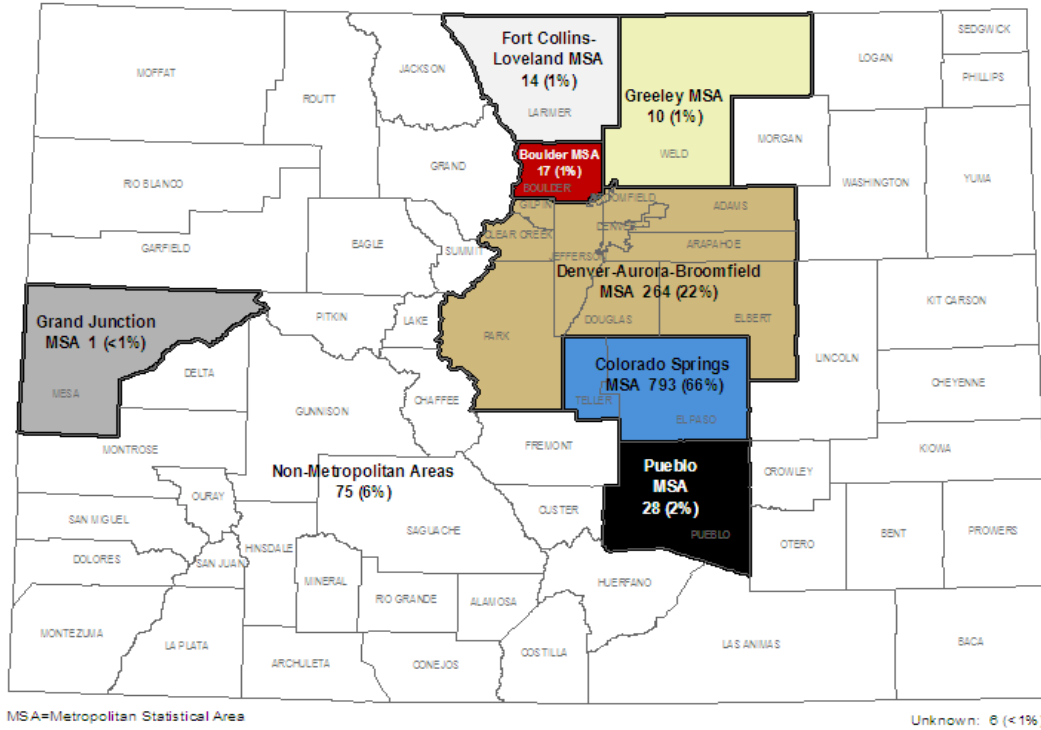
² Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office.
www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Colorado Springs
New Resident Freshmen, Fall 2011
Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County of Origin, End-of-Term Enrollment)



Metro Area	12th Graders Enrolled in CO Public Schools ¹	UCCS New Resident Freshmen, Fall 2011	
		Enrolled ²	Percent
Boulder MSA	7%	17	1%
Colorado Springs MSA	14%	793	66%
Denver-Aurora-Broomfield MSA	48%	264	22%
Fort Collins-Loveland MSA	6%	14	1%
Grand Junction MSA	3%	1	<1%
Greeley MSA	4%	10	1%
Pueblo MSA	3%	28	2%
Non-Metro	13%	75	6%
unknown	2%	6	<1%
Total	100%	1,208	100%

¹ Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2010. Data source: Colorado Department of Education, http://www.cde.state.co.us/index_stats.htm

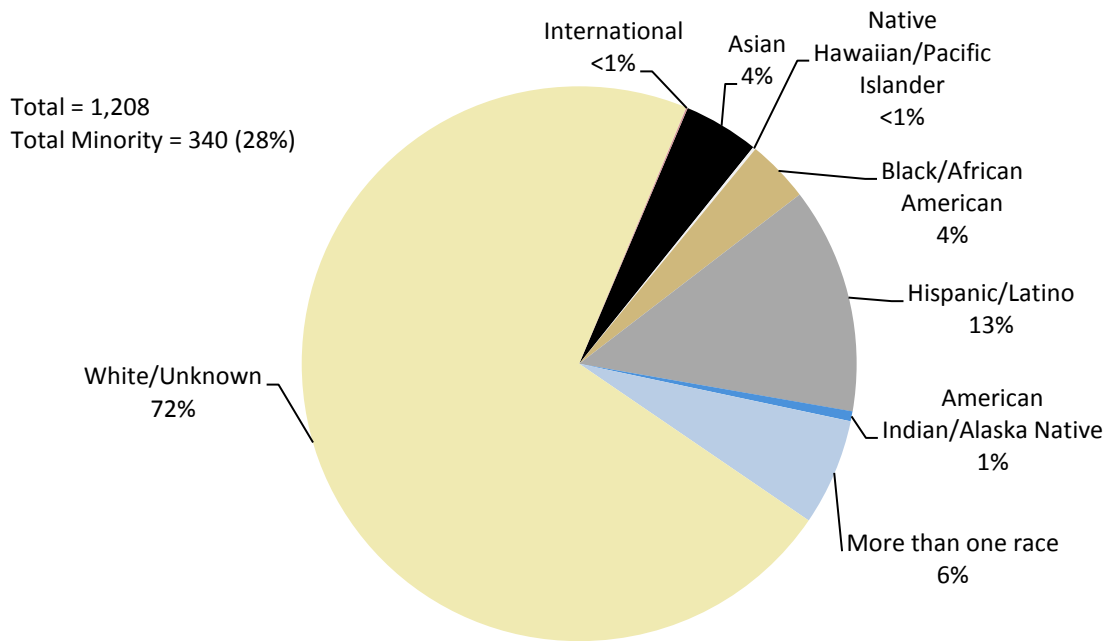
² Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Colorado Springs
New Resident Freshmen by Race/Ethnicity, Fall 2011**

(End-of-Term Enrollment)



Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."



University of Colorado
Colorado Springs

**University of Colorado Colorado Springs
Faculty and Staff Diversity**

Data provided by the UCCS Office of Institutional Research
<http://www.uccs.edu/~ir/>

**University of Colorado Colorado Springs
Full-Time Faculty and Staff, Fall 2011**

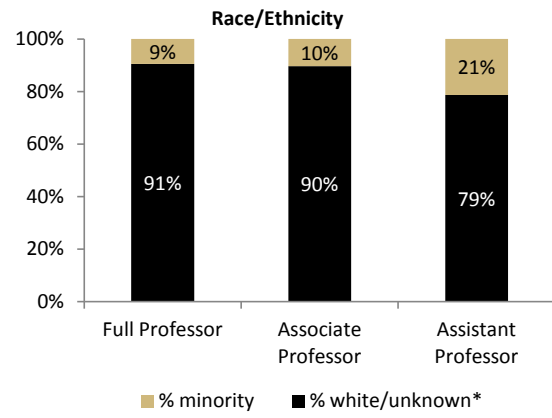
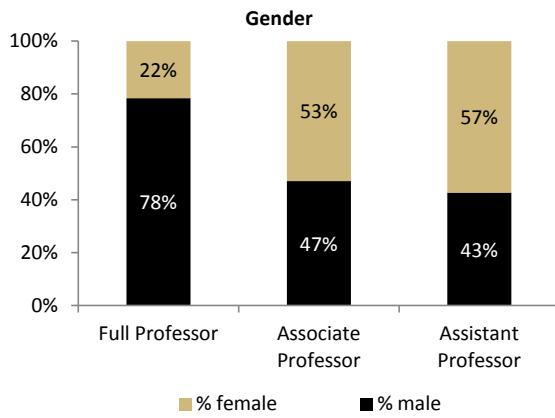
	Total	Female		Male		Minority		Ethnicity/Citizenship							
		#	%	#	%	#	%	American Black/ African American	Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	White	Unknown	Inter- national
Faculty/Academic Staff	352	186	53%	166	47%	48	14%	7	4	16	-	21	281	23	-
Instructional Faculty	330	172	52%	158	48%	45	14%	7	4	14	-	20	263	22	-
Tenured/Tenure Track	217	95	44%	122	56%	30	14%	5	2	12	-	11	171	16	-
Full Professor	74	16	22%	58	78%	7	9%	1	-	3	-	3	66	1	-
Associate Professor	68	36	53%	32	47%	7	10%	2	1	2	-	2	57	4	-
Assistant Professor	75	43	57%	32	43%	16	21%	2	1	7	-	6	48	11	-
Non-Tenure Track	113	77	68%	36	32%	15	13%	2	2	2	-	9	92	6	-
Instructor/Sr. Instructor	113	77	68%	36	32%	15	13%	2	2	2	-	9	92	6	-
Research Faculty/Academic Research Staff	17	10	59%	7	41%	3	18%	-	-	2	-	1	13	1	-
Public Service Faculty*	5	4	80%	1	20%	-	0%	-	-	-	-	-	5	-	-
Staff	431	234	54%	197	46%	87	20%	25	6	12	1	44	328	15	-
Executive/Administrative/Managerial	109	51	47%	58	53%	13	12%	3	1	4	-	5	91	5	-
Officers	12	5	42%	7	58%	3	25%	-	-	2	-	1	9	-	-
Other	97	46	47%	51	53%	10	10%	3	1	2	-	4	82	5	-
Other Professionals (support/service)	147	84	57%	63	43%	34	23%	12	3	3	1	15	106	7	-
Exempt Professionals	87	52	60%	35	40%	18	21%	6	2	2	1	7	63	6	-
Classified Staff	60	32	53%	28	47%	16	27%	6	1	1	-	8	43	1	-
Clerical and Secretarial	100	87	87%	13	13%	16	16%	3	1	2	-	10	83	1	-
Service/Maintenance	75	12	16%	63	84%	25	33%	7	1	3	-	14	48	2	-
Faculty/Staff Total	783	420	54%	363	46%	136	17%	32	10	28	1	65	609	38	-

*Clinical faculty.

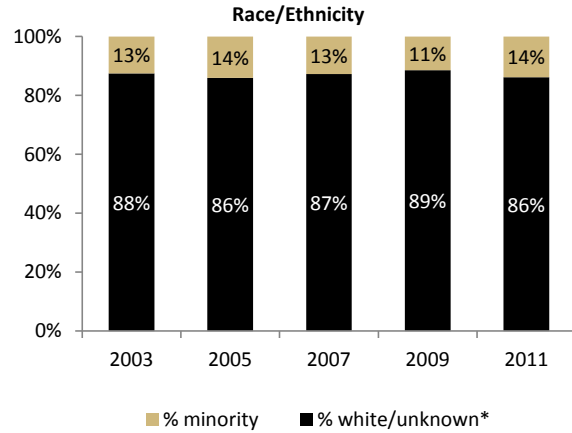
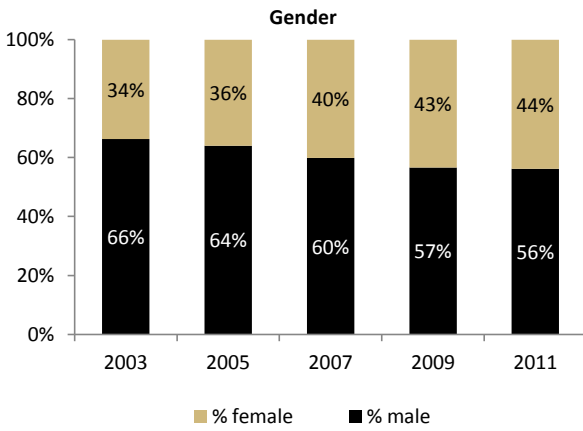
Notes: Includes all employees reported for IPEDS EAP for Fall 2011. Excludes student and other temporary employees.

University of Colorado Colorado Springs

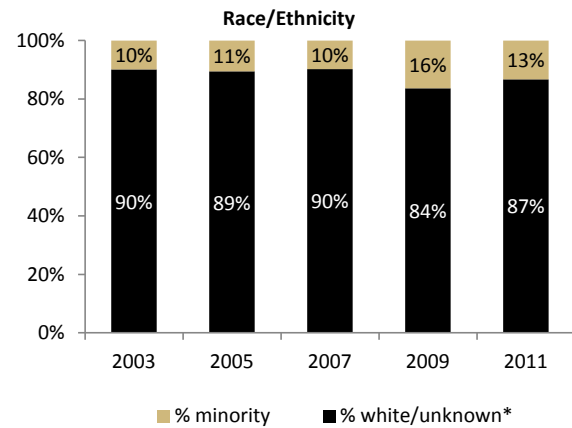
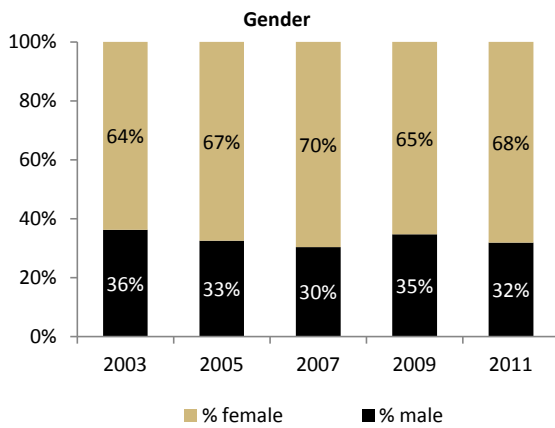
Regular Instructional Faculty, Fall 2011 Tenured/Tenure Track



Regular Instructional Faculty, Fall 2003 - Fall 2011 Tenured/Tenure Track Faculty All Ranks Combined



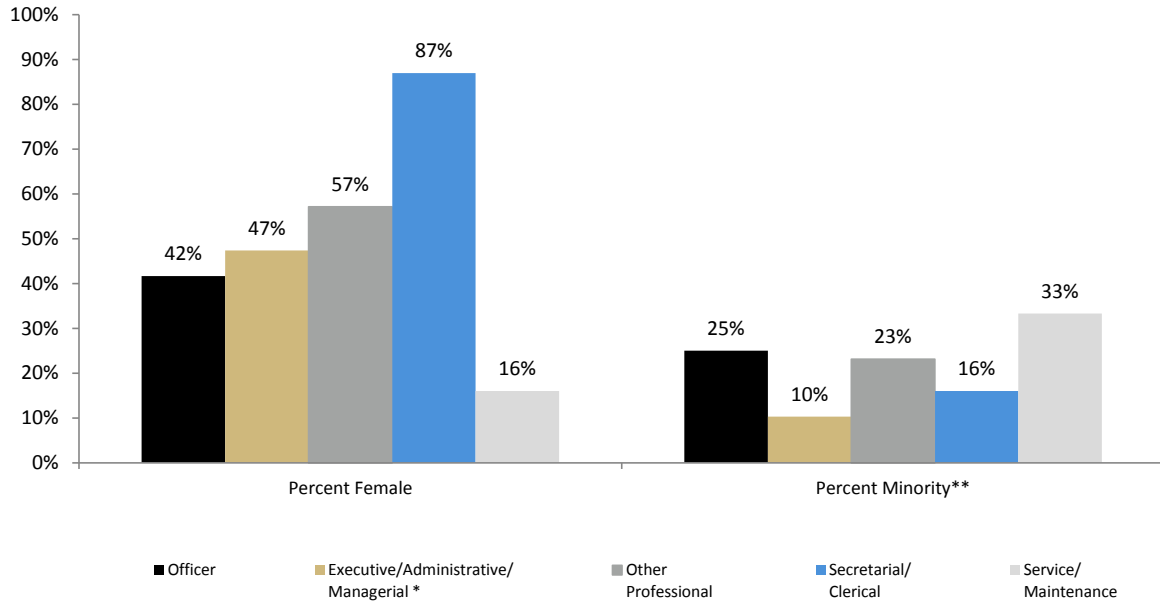
Non-Tenure Track Faculty Instructors and Senior Instructors Combined



* Percent minority and percent white/unknown calculations exclude international faculty.

University of Colorado Colorado Springs

Staff Diversity by Occupational Category, Fall 2011



* Excluding officers

**Percent minority calculations exclude international staff



University of Colorado
Denver | Anschutz Medical Campus

University of Colorado Denver | Anschutz Medical Campus

2011-2012 Report on Diversity

Pathways for Diversity and Inclusion, 2011-12

The University of Colorado Denver | Anschutz Medical Campus continues to make diversity and inclusion a main priority. The university's administrative structure acknowledges this commitment to diversity. Ongoing work in this area includes the development of an overarching plan for achieving diversity goals as well as supporting existing diversity successes in each school and college, as well as administrative units.

This report provides evidence that these overarching efforts have led to programs and initiatives that directly touch the lives of students, faculty and staff and created a more welcoming and supportive environment on our campuses as well as a more compelling alternative for those who wish to work and study at the university.

The number of diverse students enrolling at the University of Colorado Denver | Anschutz Medical Campus continues to be on the rise. In Fall 2011, 32% (3,262) of the 10,136 undergraduate students self-identified as students of color. The residential facility, Campus Village Apartments, has further attracted diverse students to the Denver Campus. The programs in the health sciences at the Anschutz Medical Campus maintain strong enrollment of students of color and several new initiatives have been implemented to augment these successes.

Student Success

While retention is not a major concern for the programs at the Anschutz Medical Campus, at the Denver Campus efforts are being made to increase the retention rate and promote student success. The overall retention rate of students of color has increased from 73 to 78 percent during the past four years. New and established programs and strategies have been implemented to improve the success of all students, including those from diverse backgrounds, during the first year and throughout their academic careers. Such programs include:

- *Experiential Learning Center (ELC)*: serves students, faculty, employers, and community partners as a resource for experiential learning opportunities.
- *Campus Village Apartments*: Additional programming designed to help students transition to college life and to support academic success were implemented in 2009.
- *Veteran's Affairs Office*: The Denver Campus is developing a robust office to more specifically address the needs of veterans. The office serves as a resource for students, faculty and staff by providing outreach and educational service. A newly appointed full-time director provides the leadership for program growth.
- *Early Alert*: A web-based system allows faculty to identify students who are experiencing weak academic performance or who are struggling with participation. These students are referred to academic advisors who guide the students to appropriate resources.
- *Supplemental Instruction (SI)*: The Learning Resource Center (LRC) has developed partnerships with the Departments of Chemistry, Biology and Physics to offer SI for classes in these disciplines.
- *Academic Success Packet*: Utilizing an intrusive advising model, students on probation are flagged within ISIS (Integrated Student Information System) and are required to meet with an advisor before registering for classes. Students also are required to complete the Academic Success Packet, which is designed for self-reflection, goal-setting and as an introduction to campus resources.
- *Early Contact*: This program recognizes the need for the institution to connect early with students.
- *First-year Seminars*: The Denver Campus First-Year Seminar (FYS) courses are designed to support high school graduates transitioning to the university.
- *TRiO Student Support Services (SSS)*: A federally funded program that supports up to 165 low income, first generation and disabled students in the achievement of their academic goals.

Participants in the TRIO-SSS program have higher retention and six-year graduation rates than the total undergraduate population.

- *Writing/Math Centers:* The Writing Center and Online Math tutoring provide additional academic support for students seeking to address weaknesses in writing and/or mathematics.
- *Educational Opportunity Programs (EOP):* were first established at CU-Denver in 1969. Initially, EOP was a program for Black and Hispanic students, but in 1970, Asian American and American Indian programs were also included. The mission of EOP is to facilitate the admission and retention of qualified students from diverse backgrounds by creating a nurturing and supportive environment, which promotes the attainment of academic goals and career options. Educational Opportunity Programs also provide orientation, academic advising, scholarship information, cultural programs, and in-depth advocacy and counseling.
- *Student Advocacy Center:* serves as a “safety net” to help ensure that students’ immediate needs are met either through the resources available at SAC or by referral to an appropriate unit on campus.
- *Women’s Resource Center:* The Women’s Resource Center (WRC) provides resources, advocacy, services, and programs, which promote awareness of women’s issues and equality for all students. The WRC is a safe and nurturing space that enables women, specifically underrepresented women, in the university community to thrive.
- *Student Organizations:* Organizations that are focused on diversity issues make up almost 35% of the total number of student organizations on campus. There are 59 groups focused on some aspect of diversity.
- *The Summer Bridge Program* focuses on the success of incoming freshmen by providing them with the necessary skills to achieve their academic endeavors. Students are exposed to campus resources, college success strategies and participate in team building activities. By participating in this program, students connect with a support team that will assist them throughout their college careers.
- *Student Leaders Initiating Change (SLIC)* is a student leadership program that serves the Denver Campus through educational programming, training, workshops, and service learning projects. There are 70 students currently involved in the program aimed at supporting other students, 92 percent of whom are students of color.
- *The Office of Disability Resources and Services (DRS)* continues to expand the number of students served that is now 270 students attending 1,000 classes on the Denver Campus and 30 students attending 180 classes at the Anschutz Medical Campus.

Faculty and Staff Development

Faculty and Staff Multicultural Affairs Committee (FaSMAC) at the Anschutz Medical Campus is a newly created entity that is committed to addressing the concerns of multicultural faculty and staff. This committee’s work is accomplished by not only assessing the cultural climate of the university as it pertains to opportunities for multicultural faculty and staff for academic advancement and productivity, but also by making recommendations for creating an academic environment that fosters the academic success of multicultural faculty and staff. Its charge also includes working to assure fairness in the recruitment and retention of multicultural faculty and staff and developing support networks and recommending policy to address the needs of multicultural faculty and staff.

The Faculty Assembly GLBT Committee works to raise awareness and to support research on the Denver Campus surrounding gay, lesbian, bisexual and transgender issues. The committee also works with Faculty Assembly and Faculty Council on non-discrimination policies related to gender identity and expression.

Teaching and Scholarship

At the Denver Campus, ethnic studies is the most popular minor in the College of Liberal Arts and Sciences with 110 students currently enrolled. Indeed, it is so popular that the university is planning to seek approval to expand the program to a major. Cultural competency is also included as part of the curriculum of several graduate programs such as those offered by the School of Education and Human Development.

At the Anschutz Medical Campus cultural competency is an integral part of courses in professionalism, as well as clinical experiences, in the health sciences programs. For example, the School of Medicine has developed the Culturally Effective Medicine Thread curriculum to help students understand the role of culture in health and healthcare disparities. Curricular efforts target physician-patient interaction and the role of culture in these interactions. The impact of these learning experiences is apparent in survey results that indicate that the majority of students in the MD program document education and exposure in cultural awareness, cultural competence and health disparities.

Campus Climate

The university conducted a Diversity Learning Environments survey amongst sophomore and junior undergraduate students at the Denver Campus from October – November 2011. This survey captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations. The data from this survey are still being analyzed and will be available later this year.

There are many events such as symposia, seminars and meetings that focus on issues pertaining to diversity and inclusion in society and on the campuses of the university. For example:

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS): In 2009 the University of Colorado Denver led a partnership of universities in the Rocky Mountain region that hosted the first regional student conference of the Society. The conference was held at the Tivoli Student Union on the Denver Campus and was attended by Latino/a and Native American engineering and science students and their mentors from several states in the region.

Common Community R.E.A.D. (Research, Education, Activism and Diversity) Activity: provides the campus community networking as well as a common reading experience in conjunction with the celebration of Black History Month.

Colorado Leadership for Equity Advocacy and Discovering Social Justice (CO-LEADS): began as a collaborative effort to provide a vehicle for students to engage in dialogue and activities designed around topics of privilege, intersections of identity, and community engagement. CO-LEADS continues to expand to serve students from various institutions and to establish CO-LEADS Student Summit as an annual state-wide event dedicated to social justice.

Annual Latino/a Leadership Summit: is a one-day event that highlights issues at the forefront of the Latino community. Guest speakers and workshops are presented to help students identify topics and engage in real dialogue about potential solutions for these issues facing the community.

16th Annual Women's Leadership Conference: features interactive sessions and programs designed to address contemporary approaches to leadership inclusive of a more globalized perspective as well as women's approaches to leadership in the Western World.

Distinguished Lecture Series: The most recent speaker was Alberto Gonzales who spoke on the changing role of the Presidency. Appointed the 80th Attorney General of the United States, Alberto Gonzales became the first Hispanic to lead the nation's largest law enforcement office.

Lunch with Lawmakers: Pat Steadman, who as a lobbyist, worked extensively to support public education, advance civil rights and civil liberties.

Black World Conference: at this year's Black World Conference, three amazing women were brought to campus: Carlotta Walls LaNier (the youngest of the Little Rock Nine); Gwendolyn Zoharah Simmons (who has a long history in the area of civil rights, human rights and peace work); and Judy Richardson (who was one of the black women who held a prominent position in the Civil Rights Movement).

Bridge Speaker: is an annual event, now in its 18th year on our campus. "Bridge" refers to the symbolic bridging of Black History Month in February and Women's History Month in March. The most recent speaker was Nikki Giovanni a world-renowned poet, writer, commentator, activist, who has a prominent place as a strong voice of the Black community.

Solutions to Reducing Racial and Ethnic Health Disparities in Health and Health Care: This topic was presented by Dr. Brian Gibbs (Johns Hopkins School of Medicine), who is responsible for all cultural diversity matters involving faculty, staff, and fellowship recruitment, retention, and promotion as well as improving the institutional cultural climate, community perception and patient satisfaction for Johns Hopkins Medicine.

Higher Education Diversity Summit: is a campus-wide conference held each year on the Auraria campus. Expert speakers are featured and a series of workshops, discussion forums, and opportunities for networking have been designed to increase understanding of and appreciation for multiple worldviews within the campus community. Topics include inclusive excellence, cultural competency, ethnicity, privilege and class, religion and spirituality, gender and sexual identity, ageism, immigration, and more.

Distinguished Lecture Series: The most recent speaker was Dr. Cornel West (Princeton University), who is best known for his classic book *Race Matters, Democracy Matters*, and his newest memoir, *Brother West: Living and Loving Out Loud*.

Community Engagement

The university strives to create partnerships in the community that reflect the needs and values of both the community and the university. To do this, the university relies on ongoing conversation and feedback, community liaisons, and mechanisms that insure the services it provides are truly needed and valued. Additionally, these connections allow the university to provide extraordinary learning experiences for students.

The university embraces the important contributions that volunteer activities can bring to the overall education of its students. To this end, the university fosters an environment of opportunities for students to serve the community. Many of its schools and colleges require student engagement with underserved communities as a requirement for graduation. Each and every day, thousands of University of Colorado Denver faculty, staff, and students have an impact on their neighborhoods, their cities, and their state through the work they do.

Human Resources

The Office of Human Resources continues to increase outreach to diverse prospective faculty and staff by increasing the university's presence at local job fairs, identifying additional opportunities to announce jobs on discipline specific listservs and other media, and establishing a social media presence. In addition, the department is exploring collaborative opportunities to engage in joint recruitment with other colleges and universities in Colorado. The retention of diverse faculty and staff is being addressed by introducing new management and communication training and reassessing the exit survey instrument and process.

Campus Quantitative Highlights

- The proportion of undergraduate students of color at the combined Denver Campus and Anschutz Medical Campus has increased each year since 2005 and achieved a high of 32% in 2011. The percent of health professional students of color at the Anschutz Medical Campus has increased from 21% (2005-09) to 25% in 2011.
- The percent of baccalaureate degrees awarded to students of color at the combined Denver Campus and Anschutz Medical Campus reached a high of 26% in 2011. The number of degrees awarded to that group has increased in each year since 2006 and totaled 525 in fiscal year 2011.
- The numbers of graduate degrees conferred to students of color have increased every fiscal year since 2008 (202), with 248 conferred in 2011.
- The enrollment of undergraduate students with disabilities has increased by 73% from 2008 to 2011 and now comprises 3.8% of the total.
- The retention rate for freshman students of color has increased from 73% in 2007 to 78% for the 2010 cohort. The persistence rate for students of color was consistently (4-9%) higher than for white students, throughout this same period.
- On the Denver Campus, the enrollment of students with Pell grants has risen from 24% to 35% of all undergraduate students in the last four years and 43% of all baccalaureate degrees are awarded to recipients of Pell grants. The one-year retention rate of these students who receive a Pell grant are higher (83%) compared to students who do not receive Pell Grants (76%).
- In Fall 2011, people of color comprised 14%, and females 40%, of all tenured/tenure track faculty.
- Amongst staff, females comprise the majority of employees in executive/administrative/managerial (63%), technical and paraprofessional (72%), other professional (72%) and secretarial/clerical (87%) positions.

Campus Qualitative Highlights

Promising Innovations

Providing access for underrepresented students into health sciences programs

The Denver Campus has a consistently high proportion of students of color; however, these students are generally underrepresented in many of the doctoral programs in the health sciences. Health sciences programs at the Anschutz Medical Campus, such as the DDS and Pharm D programs have maintained a high enrollment of students of color. The MD program recently adopted several initiatives that have increased the diversity and inclusiveness of the student body from 48 underrepresented minority students in 2009 to 69 in 2011.

To continue to maintain a pipeline of diverse students in the health profession programs at the Anschutz Medical Campus, the BA/BS to MD program was developed several years ago and has attracted highly qualified students from broadly diverse backgrounds who are committed to serving the health care needs of Colorado. The university obtained initial funding for scholarships for this program from the President's Office and is working with the CU foundation to raise further funding for these scholarships. Both University Physicians Inc, the School of Medicine's practice plan, and the School of Medicine provide additional scholarship support for underrepresented students in the MD program. The School of Dental Medicine is developing a similar BA/BS to DDS program.

Assisting Military Veterans

The University of Colorado Denver | Anschutz Medical Campus is recognized by "G.I. Jobs" magazine as a "military friendly" university, committed to providing servicemen and women from all backgrounds with a high-quality education catered to their distinct needs. The Office of Veteran Student Services represents Active Duty, Reservist, National Guard, Veteran and VA dependent students. The university recently launched the "Boots to Suits" program that provides mentorships, internships and job opportunities to assist veterans to transition to a civilian career. The university also houses the National

Learning Center, home of the National Veterans Training Institute that provides employment training for individuals who assist the nation's veterans and transitioning service members in finding jobs and careers.

Institutionalized Excellence

Providing seamless transition to the university for students from community colleges

Many of the community colleges in the Denver metropolitan region serve a high proportion of students of color. The Denver Campus has always been regarded as “transfer friendly” for students from community colleges. Currently, approximately 65-70 percent of undergraduate students receiving a University of Colorado Denver baccalaureate degree have transfer credit. The university typically admits approximately 1,000 new freshmen and 2,000 new transfer students per year; approximately two-thirds of new undergraduate students are transfer students. A number of new initiatives at both the Denver and the Anschutz Campuses have enhanced this reputation for excellence.

Health Disparities

The Anschutz Medical Campus Office of Diversity and Inclusion provides services and programs that promote an institutional climate of inclusiveness, respect, and understanding to increase health equity and to reduce disparities in provision of health care. Target groups include health professions pipeline students and health professions students, faculty, and staff. The university has an established record of serving traditionally underserved, rural or ethnic minority, and at-risk communities in Colorado and around the world.

P-20 and Pipeline Initiatives

Pre-collegiate Programs

Both campuses have continued their strong efforts in P-20 pipeline initiatives that provide pre-collegiate preparation programs for high school and middle school students. Some of these programs include:

The *CU Succeed Silver* is a program that targets first generation students in the Denver Public Schools (DPS) and other area high schools.

Denver School of Science and Technology (DSST) teachers collaborate with university faculty on instruction for math and science classes. Selected DSST students undertake projects at the university during the summer.

Saturday Academies is a program in which students from four middle schools from DPS (Cole, Lake, Rishel, and Skinner) are provided an opportunity to explore health science careers. These students possess a 3.5 GPA or higher and 90% are minority, first-generation.

Denver Student Training in Research Science (Denver STaRS) program targets traditionally underrepresented junior and senior high school students from CEC Middle College of Denver, Denver East High School, and Denver School for Science & Technology-Stapleton Campus. The main goal of this program is to expose and introduce students to biomedical and translational research.

Health Professions Opportunity Day (hPod) seeks to lead a statewide collaboration for recruiting and retaining youth of color in the health professions by partnering with the Anschutz Medical Campus's Office of Diversity and Inclusion and the University of Colorado Denver's Center for Pre-Collegiate and Academic Outreach programs to provide pre-health profession seminars for 200 diverse middle school and high school students from the Denver metro area.

The *Aurora Lights Program* works with middle and high schools in Aurora, Colorado, to provide students from disadvantaged backgrounds opportunities to receive training and obtain study skills to enhance their chances of becoming a health professional, such as a physician, a nurse, a physical therapist, a dentist, a researcher, or a medical assistant. Faculty from the College of Liberal Arts and Sciences on the Denver Campus, the Health Sciences Library, and the health sciences schools and college on the Anschutz Medical Campus actively participate in this program along with the leadership, staff, and teachers from the Aurora public school system.

Programs for Undergraduate Students

The Undergraduate Pre-Health Program (UPP) is a partnership between the Office of Diversity and Inclusion and Kaiser Permanente Health Plan of Colorado that provides a 13-month program that includes summer internships for undergraduate students interested in pursuing a career in healthcare. The program targets highly qualified students from historically underrepresented backgrounds. Since the inception of the program in 2006, 100% of the participants have completed their undergraduate education and received college degrees. Of the eligible program graduates who applied to graduate and professional programs, 71% have matriculated into professional programs and 76% of those attend the Anschutz Medical Campus.

Graduate Experiences for Multicultural Students (GEMS) introduces undergraduate students from diverse and traditionally under-represented groups to the biomedical research career opportunities offered at the graduate level. Students enroll in a ten-week summer research internship course conducted by distinguished science faculty which consists of lectures, demonstrations, and laboratory research assignments.

LABCOATS (Link to Advancement in Biomedical Sciences Career Opportunities and Training Section) is a competitive, NIH-funded program designed to help high achieving students who love science embark upon biomedical research careers. LABCOATS provides opportunities for 40 undergraduate students to engage in research with biomedical scientists on the Anschutz Medical Campus and the Denver Campus. Students from underrepresented groups in the sciences, including Latino, African American, Native American, Native Pacific Islander, Hmong, first generation college attendee, and low income as assessed by free/reduced lunch, are strongly encouraged to apply to this program. This program provides tuition and stipend support for both undergraduate and graduate students.

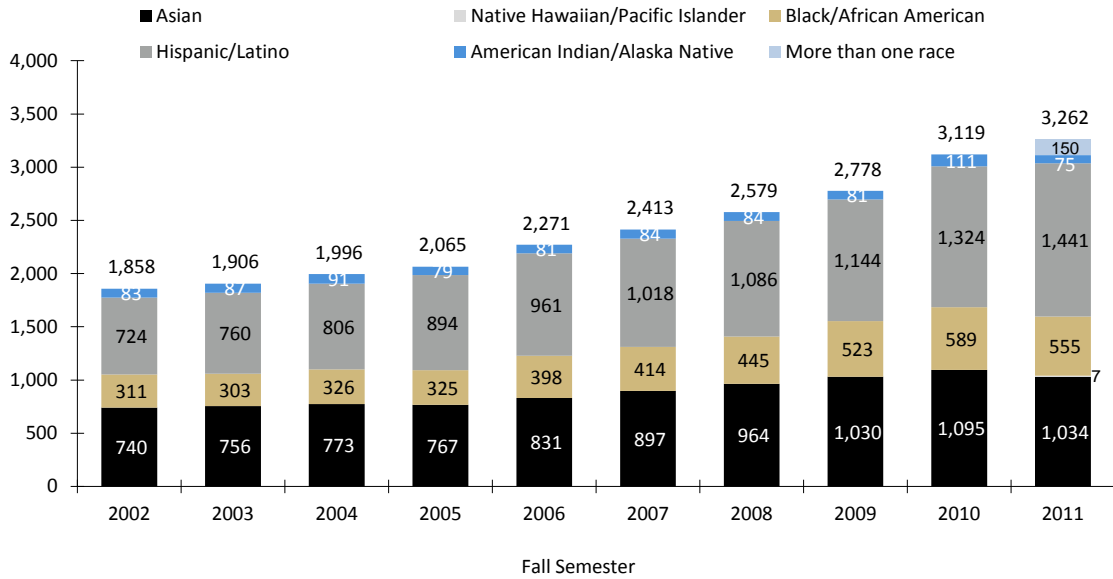
The Undergraduate Laboratory Research Experience program was established in 2011 by the Colorado Clinical and Translational Sciences Institute (CCTSI) to provide undergraduate students with paid experiences in clinical or translational research laboratory settings at the Anschutz Medical Campus. The goal of the program is to increase diversity and inclusion in these research areas. The first cohort of students completed their experience in May 2012.

The Summer Undergraduate Minority Mentoring in Translational Science (SUMMiT) program was established by the CCTSI in 2009, to bring together traditionally underrepresented minority African American, Hispanic, and Native American college undergraduate students in a collaborative series designed to quantitatively and qualitatively enhance their summer research experience. These sessions focus on the unique needs of Hispanic, Native American, and Alaskan Native students. The CCTSI provides stipend support and this summer will add 12-15 stipends. A partnership with Dine College, (the first tribal college in the United States) helps support its summer research program. The CCTSI provided support for additional students to participate in the summer research program and supported three key University of Colorado Denver faculty members to visit Dine College to provide guidance and support for research projects.

**University of Colorado Denver | Anschutz Medical Campus
Student Diversity**

Data provided by the UCD Office of Institutional Research and Effectiveness
www.ucdenver.edu/ir

**University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**

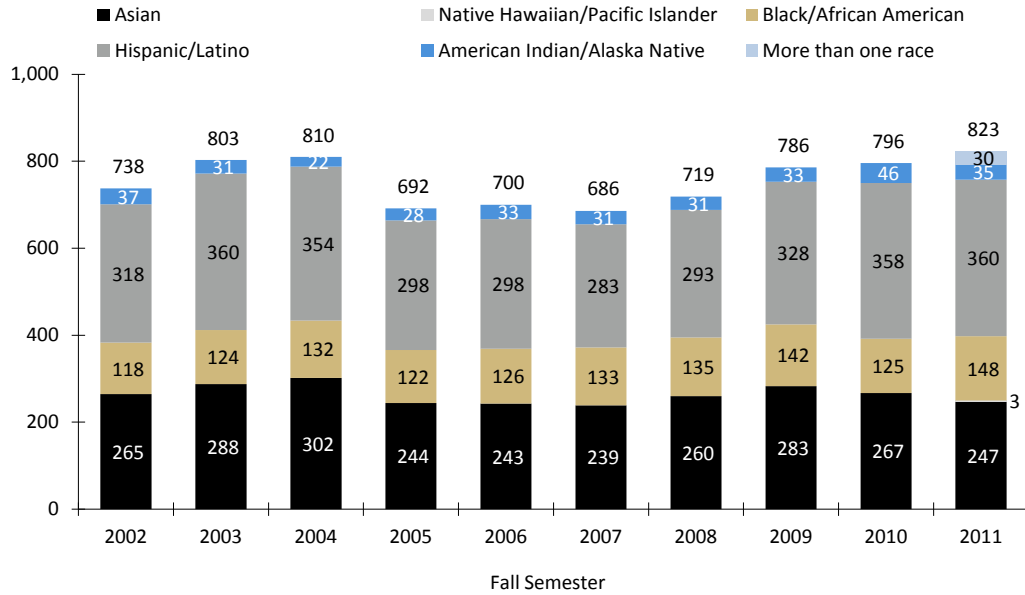


Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	740	756	773	767	831	897	964	1,030	1,095	1,034
Native Hawaiian/Pacific Islander										7
Black/African American	311	303	326	325	398	414	445	523	589	555
Hispanic/Latino	724	760	806	894	961	1,018	1,086	1,144	1,324	1,441
American Indian/Alaska Native	83	87	91	79	81	84	84	81	111	75
More than one race										150
White/Unknown	4,812	5,062	5,441	5,716	5,915	6,023	6,179	6,484	6,502	6,280
International	306	211	199	130	107	182	255	342	468	594
Total Enrollment	6,976	7,179	7,636	7,911	8,293	8,618	9,013	9,604	10,089	10,136
Students of Color Total	1,858	1,906	1,996	2,065	2,271	2,413	2,579	2,778	3,119	3,262
Students of Color as % of Total	27%	27%	26%	26%	27%	28%	29%	29%	31%	32%

The proportion of undergraduate students of color at the combined Denver Campus and Anschutz Medical Campus has increased each year since 2005, with a high of 32% achieved in 2011.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Graduate Fall Headcount Enrollment by Race/Ethnicity

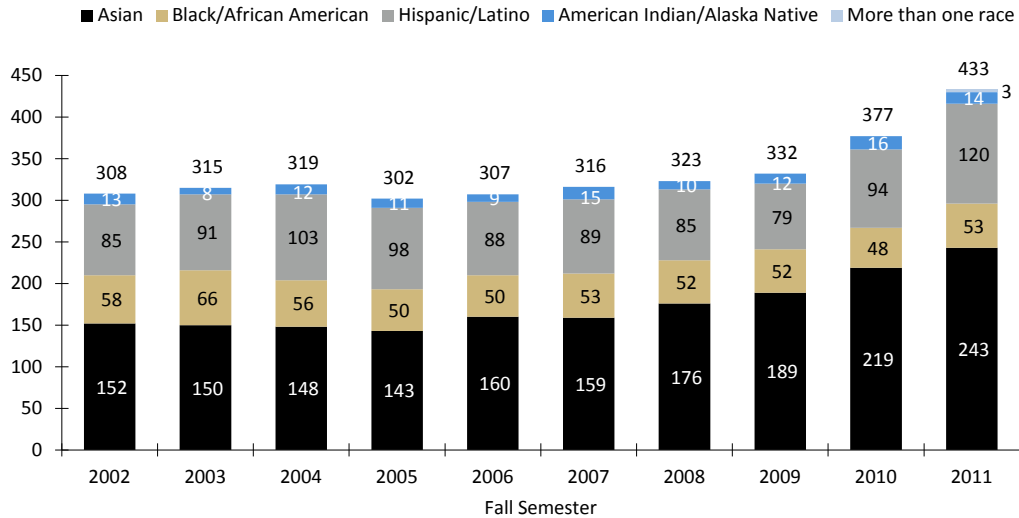


Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	265	288	302	244	243	239	260	283	267	247
Native Hawaiian/Pacific Islander										3
Black/African American	118	124	132	122	126	133	135	142	125	148
Hispanic/Latino	318	360	354	298	298	283	293	328	358	360
American Indian/Alaska Native	37	31	22	28	33	31	31	33	46	35
More than one race										30
White/Unknown	4,827	4,952	4,877	4,521	4,369	4,480	4,344	4,810	5,051	4,849
International	500	394	344	345	376	398	435	403	428	441
Total Enrollment	6,065	6,149	6,031	5,558	5,445	5,564	5,498	5,999	6,275	6,113
Students of Color Total	738	803	810	692	700	686	719	786	796	823
Students of Color as % of Total	12%	13%	13%	12%	13%	12%	13%	13%	13%	13%

Since 2002, graduate students of color consistently represent 12 to 13 percent of graduate enrollments at the combined Denver Campus and Anschutz Medical Campus.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Anschutz Medical Campus
Doctoral - Professional Practice* Fall Headcount Enrollment by Race/Ethnicity**



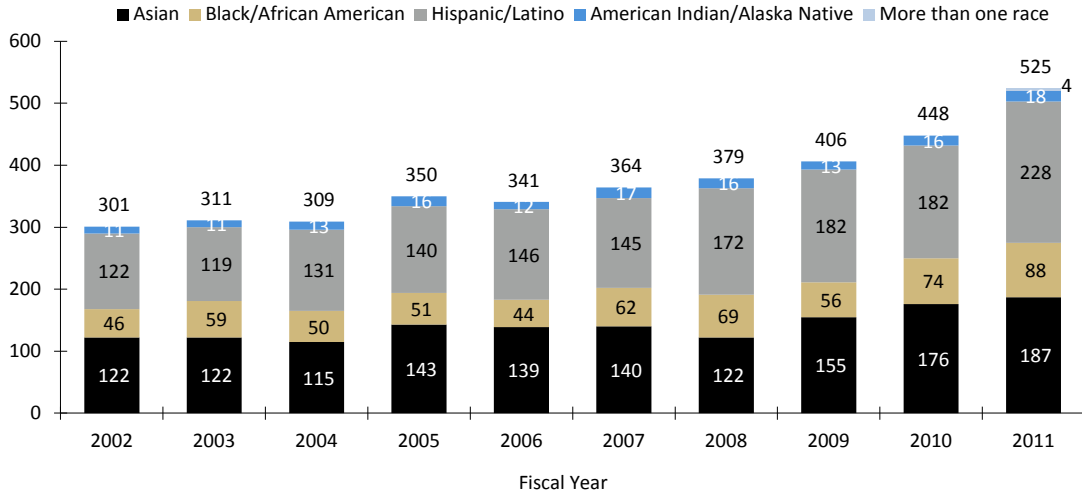
Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	152	150	148	143	160	159	176	189	219	243
Native Hawaiian/Pacific Islander										-
Black/African American	58	66	56	50	50	53	52	52	48	53
Hispanic/Latino	85	91	103	98	88	89	85	79	94	120
American Indian/Alaska Native	13	8	12	11	9	15	10	12	16	14
More than one race										3
White/Unknown	879	930	1,074	1,092	1,129	1,170	1,209	1,244	1,219	1,308
International	8	4	3	4	6	12	14	9	7	11
Total Enrollment	1,195	1,249	1,396	1,398	1,442	1,498	1,546	1,585	1,603	1,752
Students of Color Total	308	315	319	302	307	316	323	332	377	433
Students of Color as % of Total	26%	25%	23%	22%	21%	21%	21%	21%	24%	25%

*Enrollment in professional programs as defined by/reported to CDHE

During 2005 through 2009, the percent of health professional students of color at the Anschutz Medical Campus remained steady at about 21%, with an increase to 25% in 2011.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Baccalaureate Degrees Awarded by Race/Ethnicity**

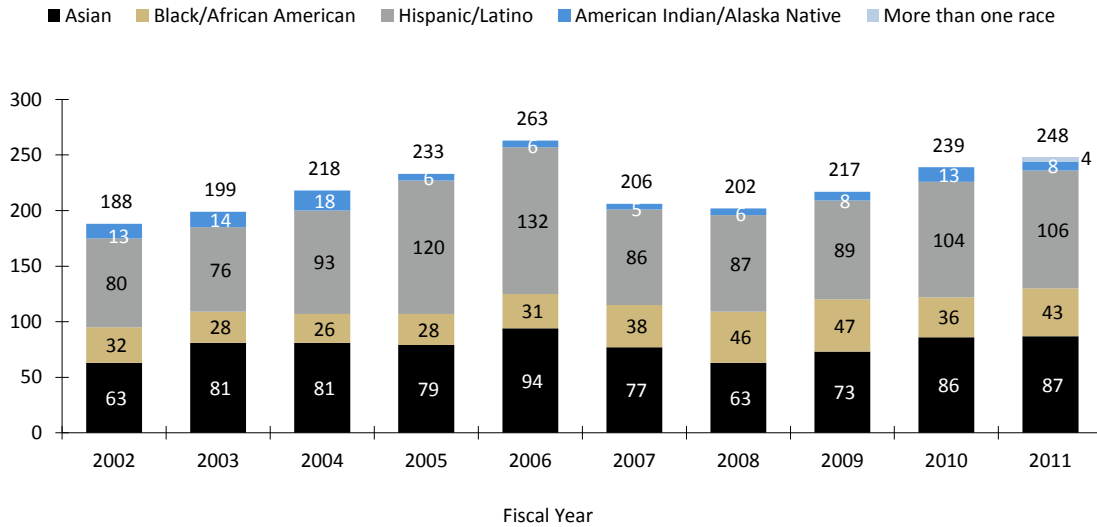


Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	122	122	115	143	139	140	122	155	176	187
Native Hawaiian/Pacific Islander										-
Black/African American	46	59	50	51	44	62	69	56	74	88
Hispanic/Latino	122	119	131	140	146	145	172	182	182	228
American Indian/Alaska Native	11	11	13	16	12	17	16	13	16	18
More than one race										4
White/Unknown	908	921	1,058	1,048	1,212	1,259	1,329	1,331	1,376	1,389
International	223	302	221	153	52	29	10	6	30	120
Total Degrees Awarded	1,432	1,534	1,588	1,551	1,605	1,652	1,718	1,743	1,854	2,034
Students of Color Total	301	311	309	350	341	364	379	406	448	525
Students of Color as % of Total	21%	20%	19%	23%	21%	22%	22%	23%	24%	26%

The percent of baccalaureate degrees awarded to students of color at the combined Denver Campus and Anschutz Medical Campus reached a high of 26% in 2011, while concomitantly, the number of degrees awarded to that group has increased in each year since 2006 to reach 525 in fiscal year 2011.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Graduate Degrees Awarded by Race/Ethnicity**

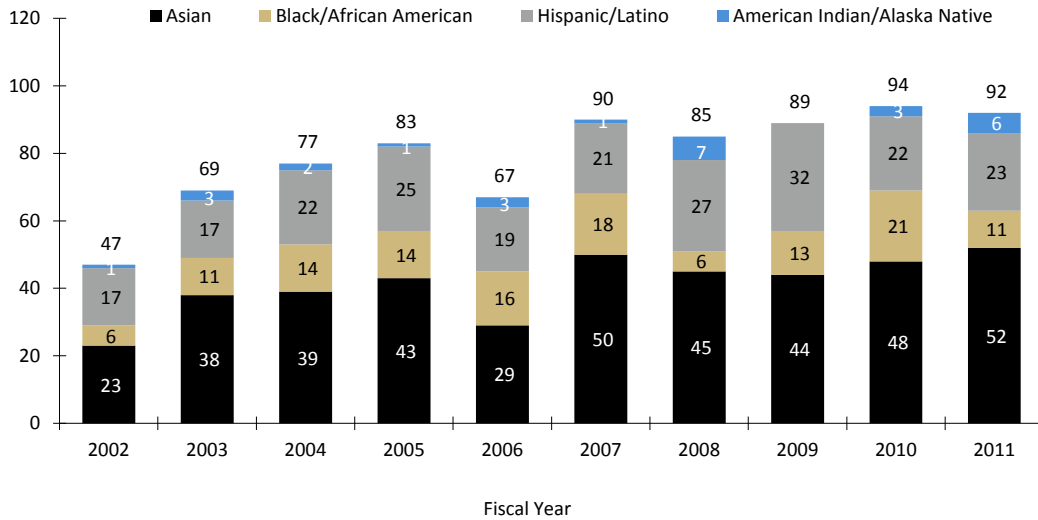


Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	63	81	81	79	94	77	63	73	86	87
Native Hawaiian/Pacific Islander										-
Black/African American	32	28	26	28	31	38	46	47	36	43
Hispanic/Latino	80	76	93	120	132	86	87	89	104	106
American Indian/Alaska Native	13	14	18	6	6	5	6	8	13	8
More than one race										4
White/Unknown	1,373	1,448	1,421	1,566	1,577	1,502	1,564	1,625	1,499	1,667
International	203	226	196	144	160	125	23	16	152	149
Total Degrees Awarded	1,764	1,873	1,835	1,943	2,000	1,833	1,789	1,858	1,890	2,064
Students of Color Total	188	199	218	233	263	206	202	217	239	248
Students of Color as % of Total	11%	11%	12%	12%	13%	11%	11%	12%	13%	12%

The proportion of graduate degrees to students of color at the combined Denver Campus and Anschutz Medical Campus has remained fairly consistent across the years. However, the overall numbers of degrees conferred have increased every year since fiscal year 2008.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Anschutz Medical Campus
Doctoral - Professional Practice Degrees Awarded by Race/Ethnicity**



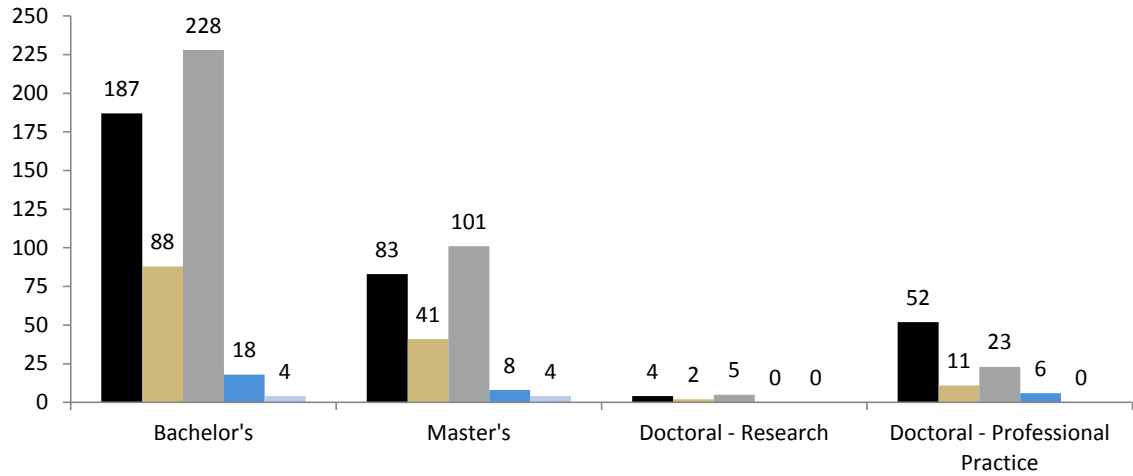
Race/Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	23	38	39	43	29	50	45	44	48	52
Native Hawaiian/Pacific Islander										-
Black/African American	6	11	14	14	16	18	6	13	21	11
Hispanic/Latino	17	17	22	25	19	21	27	32	22	23
American Indian/Alaska Native	1	3	2	1	3	1	7	-	3	6
More than one race										-
White/Unknown	179	189	173	270	287	329	337	327	353	349
International	1	4	2	1	1	2	18	7	9	6
Total Degrees Awarded	227	262	252	354	355	421	440	423	456	447
Students of Color Total	47	69	77	83	67	90	85	89	94	92
Students of Color as % of Total	21%	26%	31%	23%	19%	21%	19%	21%	21%	21%

The proportion of doctoral professional practice degrees conferred to students of color at the Anschutz Medical Campus has remained fairly consistent across the years, particularly over the last three years, during which time it has remained steady at 21%.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than once race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Degrees Awarded by Race/Ethnicity
Fiscal Year 2011**

■ Asian ■ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native ■ More than one race

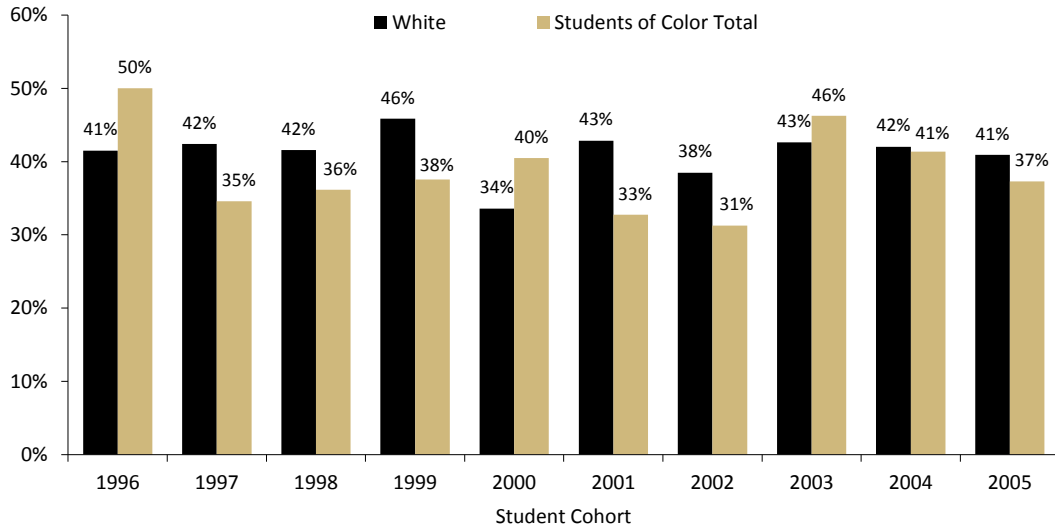


Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional	Total
Asian	187	83	4	52	326
Black/African American	88	41	2	11	142
Hispanic/Latino	228	101	5	23	357
American Indian/Alaska Native	18	8	0	6	32
More than one race	4	4	0	0	8
White/Unknown	1,389	1,597	70	349	3,405
International	120	137	12	6	275
Students of Color Total	525	237	11	92	865
Total	2,034	1,971	93	447	4,545

While the numbers of Asian American and Latino degree recipients are very similar at the combined Denver Campus and Anschutz Medical Campus, the distribution of the types of degrees is not: Asian Americans are more likely to have received Doctoral-Professional Practice degrees and Latinos are more likely to have received baccalaureate and master's degrees.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Denver Campus
Undergraduate Six-Year Graduation Rates by Race/Ethnicity**



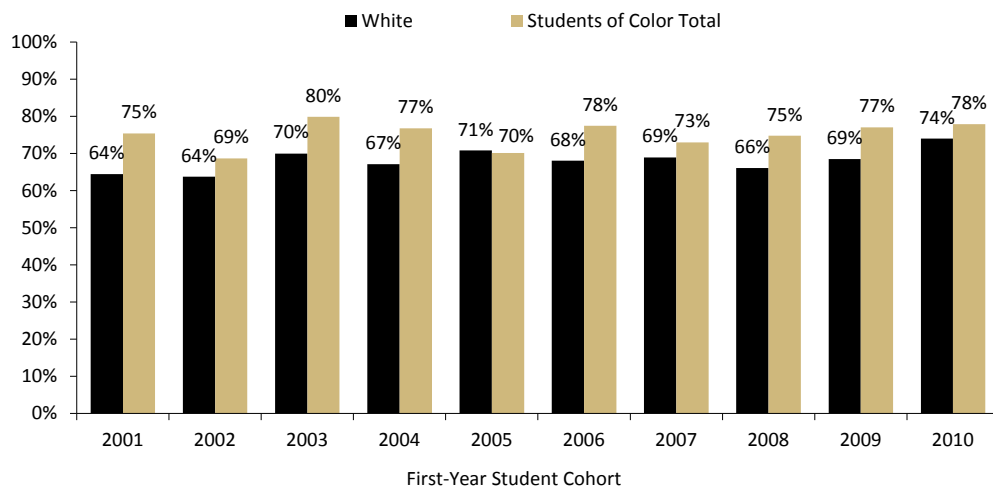
Undergraduate Cohort*	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	48	58	65	88	104	80	99	87	93	117
Black/African American	12	34	27	18	21	22	12	19	31	24
Hispanic/Latino	66	83	69	82	74	64	78	85	104	120
American Indian/Alaska Native	2	10	5	9	6	5	6	8	9	7
White	229	231	202	253	271	287	356	380	414	435
Other/Unknown	12	17	18	22	28	27	23	41	29	37
International	5	6	8	6	11	7	6	4	6	4
Total	374	439	394	478	515	492	580	624	686	744
Students of Color Total	128	185	166	197	205	171	195	199	237	268

Six-Year Graduation Rate	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Asian	63%	41%	52%	47%	46%	45%	33%	53%	51%	45%
Black/African American	50%	24%	37%	28%	24%	23%	42%	53%	32%	21%
Hispanic/Latino	41%	34%	23%	32%	35%	23%	26%	41%	39%	33%
American Indian/Alaska Native	50%	40%	0%	22%	67%	0%	50%	13%	0%	29%
White	41%	42%	42%	46%	34%	43%	38%	43%	42%	41%
Other/Unknown	33%	35%	22%	32%	29%	41%	61%	34%	45%	54%
International	20%	67%	75%	50%	27%	14%	0%	50%	33%	50%
Total	44%	39%	39%	42%	36%	39%	37%	43%	42%	40%
Students of Color Total	50%	35%	36%	38%	40%	33%	31%	46%	41%	37%

* Cohorts include first-time first-year full-time students entering in the Summer/Fall semester.

There is no consistent pattern as to whether majority students have higher six-year graduation rates than do students of color. While the graduation rate for students of color was higher than the overall rate for the 2003 cohort, their rates are lower than the overall rates for the 2004 and 2005 cohorts.

**University of Colorado Denver
Denver Campus
1-Year Freshman Retention Rates by Race/Ethnicity**



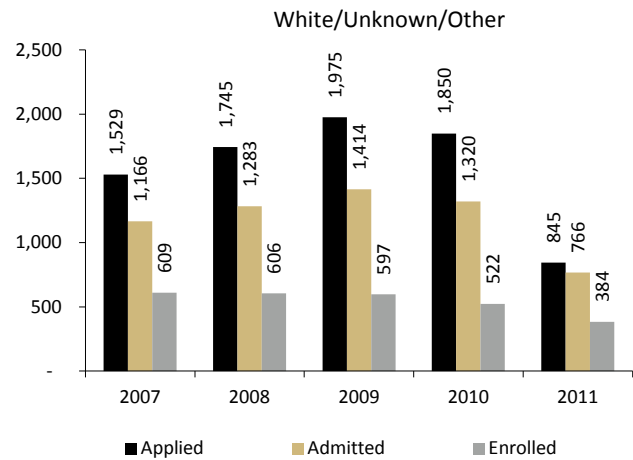
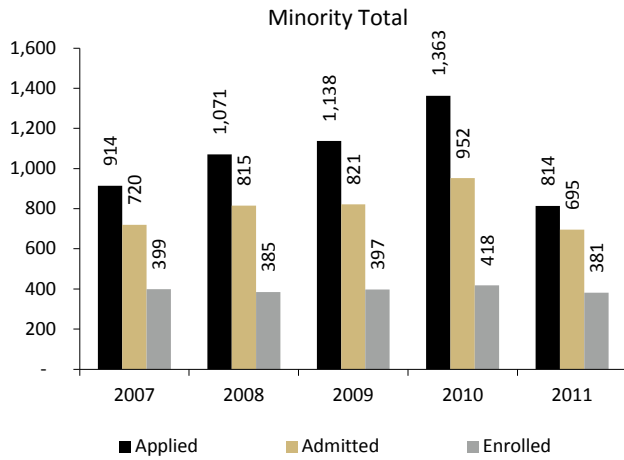
First-Year Cohort	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Asian	80	99	87	93	117	135	137	149	162	157
Black/African American	22	12	19	31	24	55	55	60	67	60
Hispanic/Latino	64	78	85	104	120	122	161	164	162	189
American Indian/Alaska Native	5	6	8	9	7	8	17	8	6	11
More than one race	-	-	-	-	-	-	-	-	-	9
White	287	356	380	414	435	514	567	601	524	523
Other/Unknown	27	23	41	29	37	37	32	21	69	11
International	7	6	4	6	4	14	43	35	48	63
Total	492	580	624	686	744	885	1,012	1,038	1,038	1,023
Students of Color Total	171	195	199	237	268	320	370	381	397	426

Percent Enrolled One Year Later	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Asian	88%	74%	89%	83%	77%	83%	81%	81%	86%	87%
Black/African American	77%	75%	68%	65%	63%	69%	65%	83%	66%	70%
Hispanic/Latino	59%	60%	75%	78%	68%	76%	70%	68%	73%	74%
American Indian/Alaska Native	80%	83%	63%	44%	29%	63%	59%	38%	50%	55%
More than one race	0%	0%	0%	0%	0%	0%	0%	0%	0%	78%
White	64%	64%	70%	67%	71%	68%	69%	66%	69%	74%
Other/Unknown	67%	70%	68%	83%	78%	78%	72%	71%	77%	73%
International	43%	83%	75%	67%	75%	71%	77%	71%	90%	86%
Total	68%	66%	73%	71%	71%	72%	71%	70%	73%	76%
Students of Color Total	75%	69%	80%	77%	70%	78%	73%	75%	77%	78%

While declines in the Denver Campus one-year retention rates between the 2006 and the 2007 freshmen cohorts were seen for nearly all student race/ethnic groups (with the exception of white and international students), the overall and student of color rates for the 2010 cohort are the highest they've been over the last three years. We continue to see higher persistence rates for students of color than for white students, although the gap for the 2010 cohort is just 4%.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Denver Campus
Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity**



Asian

Fall Term	Applied	Admitted	Enrolled
2007	287	251	147
2008	321	277	146
2009	356	282	160
2010	403	319	160
2011	216	190	114

Native Hawaiian/Pacific Islander

Fall Term	Applied	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	2	1	1

Black/African American

Fall Term	Applied	Admitted	Enrolled
2007	178	128	61
2008	217	150	63
2009	223	141	67
2010	221	138	58
2011	100	69	27

Hispanic/Latino

Fall Term	Applied	Admitted	Enrolled
2007	420	320	174
2008	499	367	168
2009	537	384	165
2010	665	448	186
2011	407	355	192

American Indian/Alaska Native

Fall Term	Applied	Admitted	Enrolled
2007	29	21	17
2008	34	21	8
2009	22	14	5
2010	74	47	14
2011	5	4	1

More than one race

Fall Term	Applied	Admitted	Enrolled
2007	n/a	n/a	n/a
2008	n/a	n/a	n/a
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	86	77	47

White/Unknown/Other

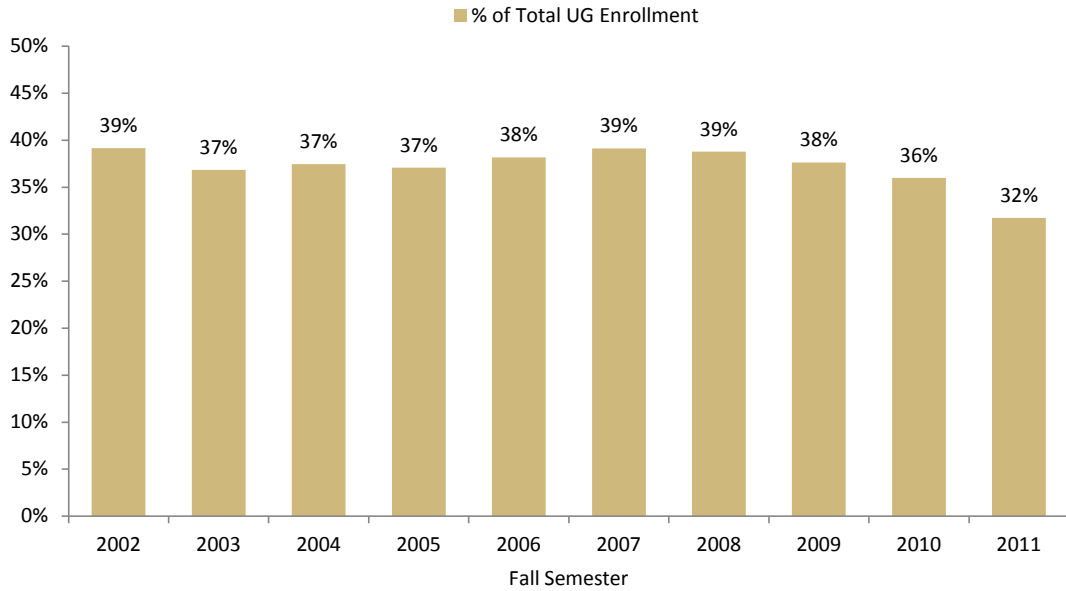
Fall Term	Applied	Admitted	Enrolled
2007	1,529	1,166	609
2008	1,745	1,283	606
2009	1,975	1,414	597
2010	1,850	1,320	522
2011	845	766	384

Total

Fall Term	Applied	Admitted	Enrolled
2007	2,443	1,886	1,008
2008	2,816	2,098	991
2009	3,113	2,235	994
2010	3,213	2,272	940
2011	1,659	1,461	765

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver
Denver Campus
Fall Enrollment of First-Generation Students**

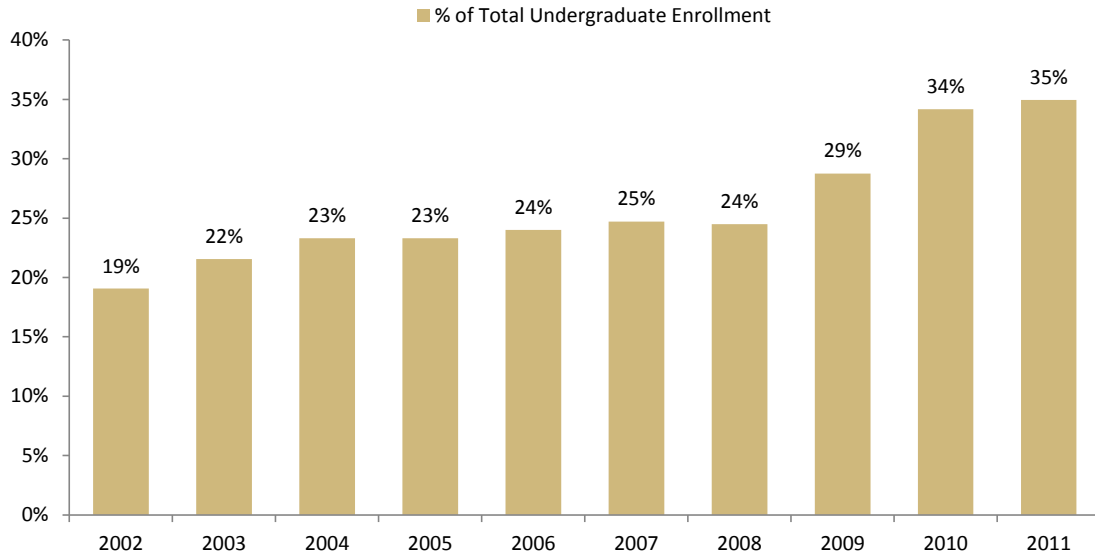


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total UG First Generation Enrolled	2,611	2,526	2,726	2,777	3,005	3,205	3,326	3,458	3,484	3,086
% of Total UG Enrollment	39%	37%	37%	37%	38%	39%	39%	38%	36%	32%

* First generation defined as an undergraduate with neither parent possessing a 4-year degree.

The percentage of Denver Campus undergraduate first-generation students has been declining since 2008. However, the somewhat larger decreases seen in 2010 and 2011 are likely the result of missing data related to the application process and, unfortunately, cannot be corrected at this time. However, these issues are under investigation.

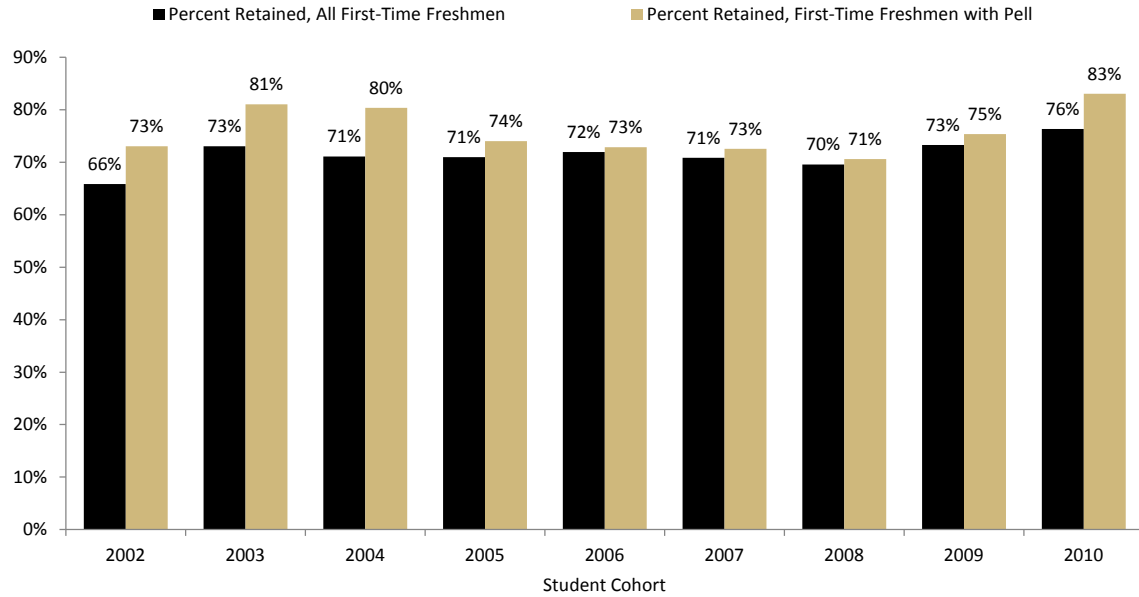
**University of Colorado Denver
Denver Campus
Fall Enrollment of Pell Grant Recipients**



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total UG Pell recipients enrolled	1,271	1,478	1,695	1,745	1,889	2,024	2,100	2,643	3,309	3,401
% of Total Undergraduate Enrollment	19%	22%	23%	23%	24%	25%	24%	29%	34%	35%

The proportion of Pell grant recipients on the Denver Campus reached a high of 35% in Fall 2011. This is encouraging, as students receiving Pell grants tend to persist at higher rates than those who do not.

**University of Colorado Denver
Denver Campus
1-Year Retention Rates of Freshman Pell Grant Recipients**

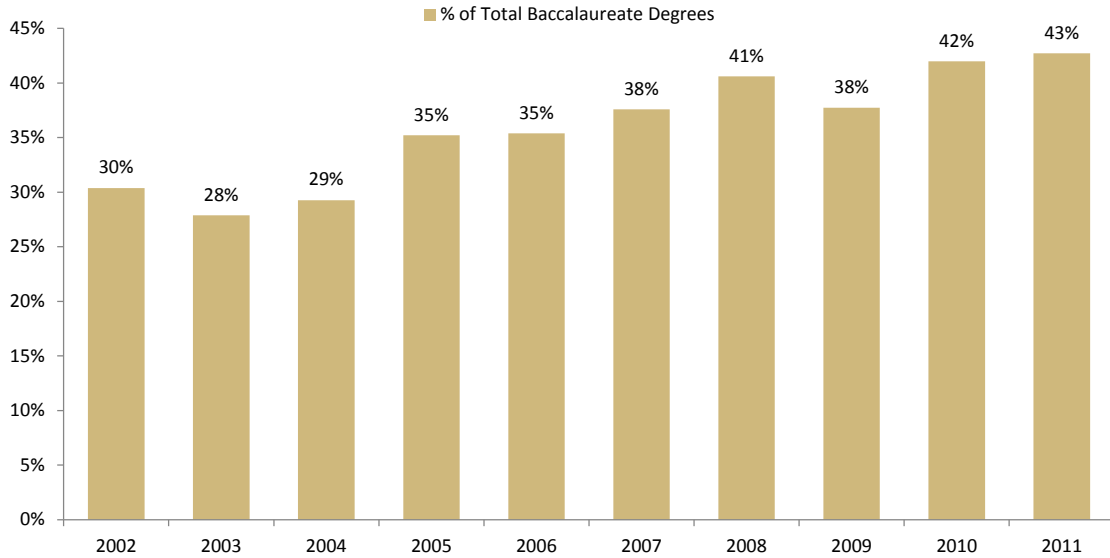


	2002	2003	2004	2005	2006	2007	2008	2009	2010
First-Year Student Cohorts*	104	148	168	154	203	277	262	349	348
Number Retained**	76	120	135	114	148	201	185	263	289
Percent Retained, First-Time Freshmen with Pell	73%	81%	80%	74%	73%	73%	71%	75%	83%
Percent Retained, All First-Time Freshmen	66%	73%	71%	71%	72%	71%	70%	73%	76%

* First-Time freshmen w/Pell entering Summer/Fall term
 **Number enrolled in subsequent fall

For each cohort on the Denver Campus, the one-year retention rates are higher for those that received Pell compared to those that did not. The retention rates for all Fall 2010 first-time, full-time, degree-seeking freshmen and for those who received Pell aid are the highest seen to date.

**University of Colorado Denver
Denver Campus
Baccalaureate Degrees Granted to Pell Grant Recipients**



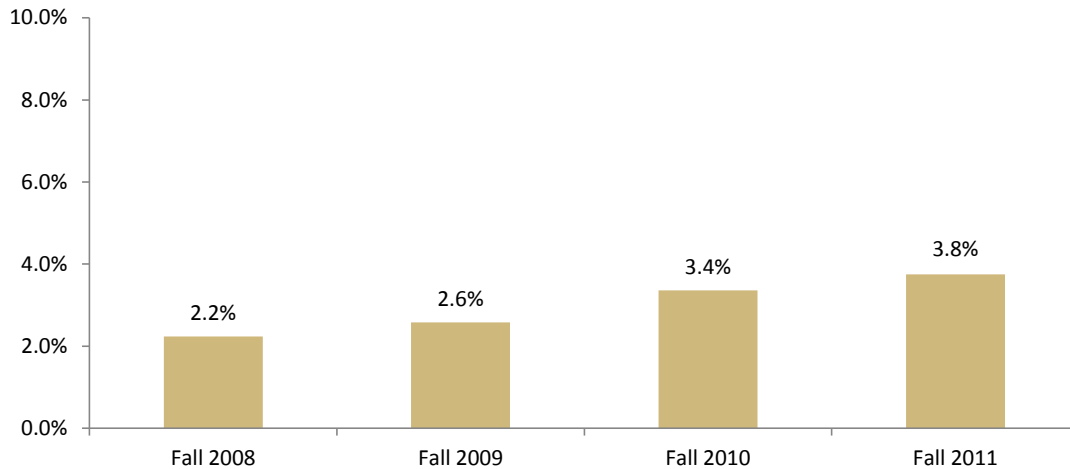
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Baccalaureate Degrees Awarded to Pell Recipients*	400	386	406	476	480	527	601	565	690	777
% of Total Baccalaureate Degrees	30%	28%	29%	35%	35%	38%	41%	38%	42%	43%

* counted if student was ever a Pell recipient

The percentage of Denver Campus students receiving baccalaureate degrees who were Pell grant recipients reached a high of 43% in 2011.

**University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Enrollment of Students with Disabilities**

Undergraduate Students formally registered with the Office of Disability Services
as a Percent of All Undergraduates



	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of undergraduates registered with Office of Disability Services	192	237	325	365
Percent of all undergraduates	2.2%	2.6%	3.4%	3.8%

In Fall 2008, 218 students were registered with the office. This count reflects the Denver Campus only. Of those 218 students, 192 were undergraduates.

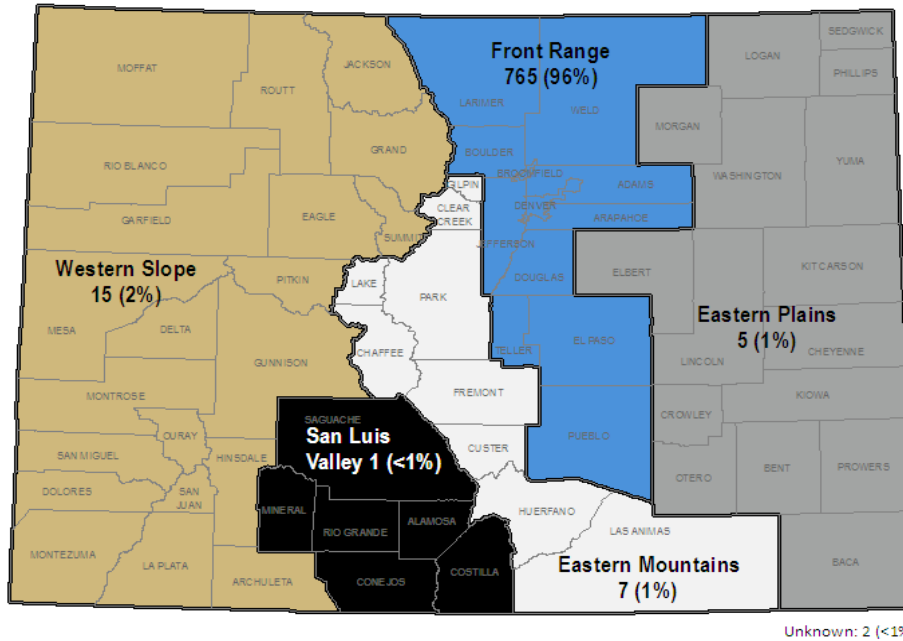
In Fall 2009, 297 students were registered with the office on the Denver Campus and at the Anschutz Medical Campus. Of those 297 students, 237 were undergraduates.

In Fall 2010, 406 students were registered with the office on the Denver Campus and at the Anschutz Medical Campus. Of those 406 students, 325 were undergraduates.

Over the last four fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased from 2.2% in Fall 2008 (when just the Denver Campus was included) to 3.8% in Fall 2011 (when both campuses were included). The latter represents 365 students from the combined Denver Campus and Anschutz Medical Campus.

**Denver Campus
New Resident Freshmen, Fall 2011
Home Region**

(Based on County at Time of Admission, End-of-Term Enrollment)



Region	12th Graders Enrolled in CO Public Schools ¹	CU Denver New Resident Freshmen, Fall 2011	
		Enrolled ²	Percent
Eastern Mountains	2%	7	1%
Eastern Plains	4%	5	1%
Front Range	81%	765	96%
San Luis Valley	1%	1	<1%
Western Slope	10%	15	2%
unknown	2%	2	<1%
Total	100%	795	100%

¹ Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2010. Data source: Colorado Department of Education, http://www.cde.state.co.us/index_stats.htm

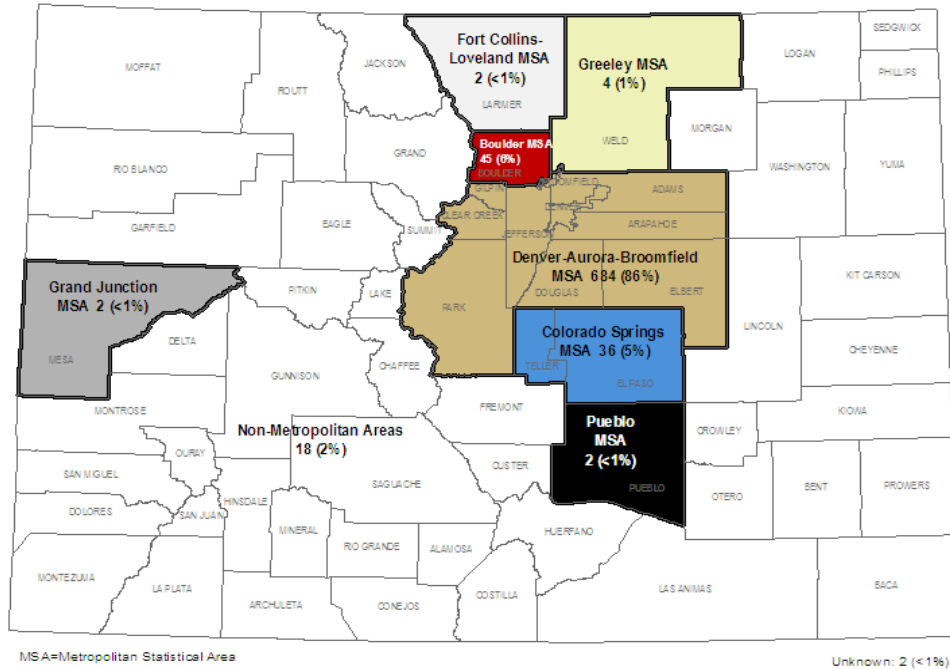
² Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office. www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

**University of Colorado Denver
 Denver Campus
 New Resident Freshmen, Fall 2011
 Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County at Time of Admission, End-of-Term Enrollment)



Metro Area	12th Graders Enrolled in CO Public Schools ¹	CU Denver New Resident Freshmen, Fall 2011	
		Enrolled ²	Percent
Boulder MSA	7%	45	6%
Colorado Springs MSA	14%	36	5%
Denver-Aurora-Broomfield MSA	48%	684	86%
Fort Collins-Loveland MSA	6%	2	<1%
Grand Junction MSA	3%	2	<1%
Greeley MSA	4%	4	1%
Pueblo MSA	3%	2	<1%
Non-Metro	13%	18	2%
unknown	2%	2	<1%
Total	100%	795	100%

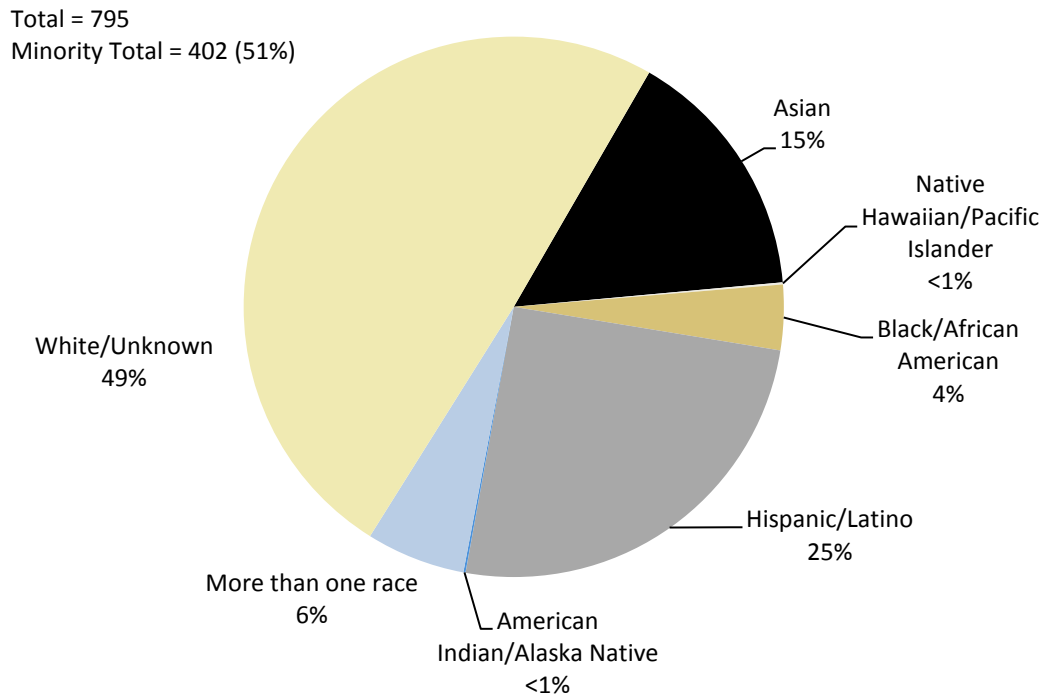
¹ Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2010. Data source: Colorado Department of Education, http://www.cde.state.co.us/index_stats.htm

² Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Denver
Denver Campus
New Resident Freshmen by Race/Ethnicity, Fall 2011
 (End-of-Term Enrollment)



Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Fall 2011 racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

**University of Colorado Denver | Anschutz Medical Campus
Faculty and Staff Diversity**

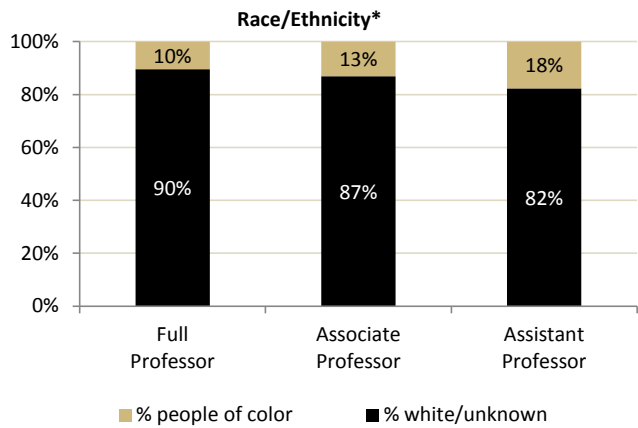
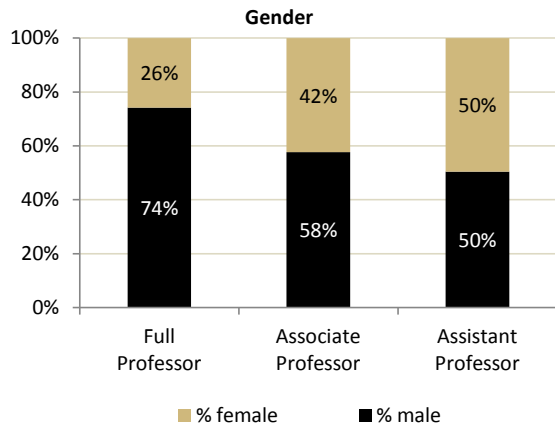
Data provided by the UCD Office of Institutional Research and Effectiveness
www.ucdenver.edu/ir

**University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Full-Time Faculty and Staff, Fall 2011**

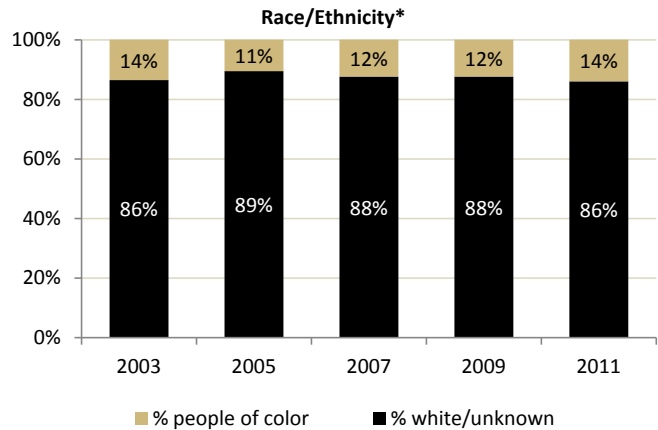
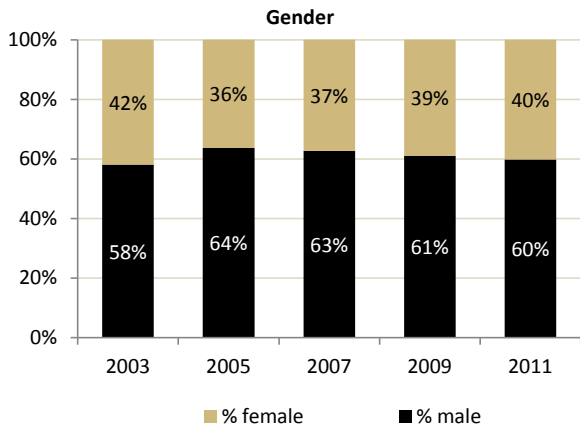
	Total	Female		Male		People of Color		Race/Ethnicity/Citizenship							
		#	%	#	%	#	%	American Black/ African American	Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/L atino	White	Unknown	Inter- national
Faculty/Academic Staff	4,712	2,704	57%	2,008	43%	719	16%	71	43	391	6	208	3,253	508	232
Instructional Faculty	2,812	1,423	51%	1,389	49%	365	13%	36	21	199	3	106	2,101	300	46
Tenured/Tenure Track	1,723	693	40%	1,030	60%	237	14%	20	10	143	2	62	1,311	150	25
Full Professor	496	128	26%	368	74%	52	10%	5	2	32	-	13	427	17	-
Associate Professor	591	250	42%	341	58%	77	13%	4	5	42	1	25	459	54	1
Assistant Professor	636	315	50%	321	50%	108	18%	11	3	69	1	24	425	79	24
Non-Tenure Track	1,089	730	67%	359	33%	128	12%	16	11	56	1	44	790	150	21
Instructor/Sr. Instructor	938	649	69%	289	31%	105	11%	13	10	46	1	35	677	144	12
Other	151	81	54%	70	46%	23	16%	3	1	10	-	9	113	6	9
Research Faculty/Academic Research Staff	1,852	1,257	68%	595	32%	345	21%	35	22	185	3	100	1,119	202	186
Professional Research Assistant (PRA)/Sr. PRA	1,306	981	75%	325	25%	247	19%	28	20	115	2	82	875	152	32
Research Associate/Sr. Research Associate	96	63	66%	33	34%	28	32%	1	-	25	-	2	48	11	9
Other	450	213	47%	237	53%	70	23%	6	2	45	1	16	196	39	145
Public Service Faculty	48	24	50%	24	50%	9	19%	-	-	7	-	2	33	6	-
Staff	2,226	1,475	66%	751	34%	578	26%	186	16	99	3	274	1,483	151	14
Executive/Administrative/Managerial	418	255	61%	163	39%	62	15%	10	2	18	-	32	322	32	2
Officers -- Faculty Status	19	7	37%	12	63%	-	0%	-	-	-	-	-	18	1	-
Officers -- Without Faculty Status	11	4	36%	7	64%	1	9%	-	-	-	-	1	9	1	-
Other -- Faculty Status	25	15	60%	10	40%	4	16%	1	-	2	-	1	18	3	-
Other -- Without Faculty Status	363	229	63%	134	37%	57	16%	9	2	16	-	30	277	27	2
Other Professionals (support/service)	948	678	72%	270	28%	205	22%	61	2	45	-	97	660	72	11
Faculty Status	57	38	67%	19	33%	12	21%	1	-	6	-	5	39	6	-
Exempt Professionals	644	504	78%	140	22%	130	20%	38	2	24	-	66	453	52	9
Classified Staff	247	136	55%	111	45%	63	26%	22	-	15	-	26	168	14	2
Technical and Paraprofessionals	455	329	72%	126	28%	156	34%	61	9	19	1	66	266	32	1
Clerical and Secretarial	205	178	87%	27	13%	95	46%	29	2	12	2	50	99	11	-
Skilled Crafts	96	1	1%	95	99%	18	19%	4	1	3	-	10	78	-	-
Service/Maintenance	104	34	33%	70	67%	42	40%	21	-	2	-	19	58	4	-
Faculty/Staff Total	6,938	4,179	60%	2,759	40%	1,297	19%	257	59	490	9	482	4,736	659	246

Notes: Includes all employees reported for IPEDS EAP for Fall 2011. Excludes student and other temporary employees.
Minority total includes multi-racial and excludes white, unknown, international. Percent minority is total minority divided by all excluding international.

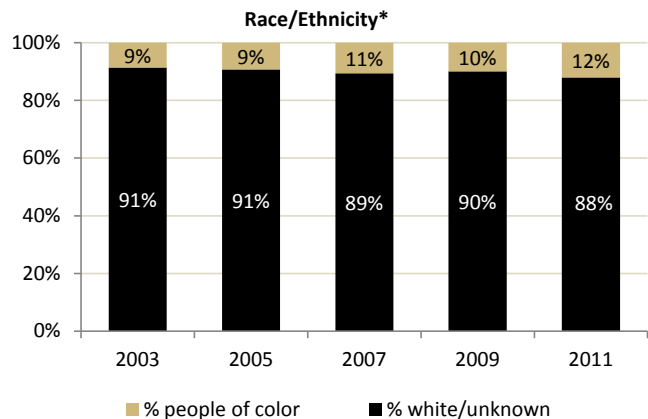
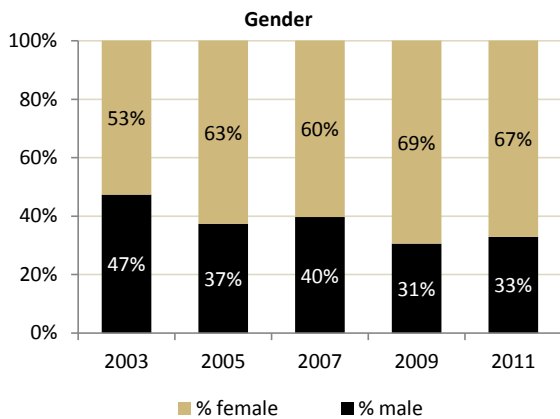
University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Regular Instructional Faculty, Fall 2011
Tenured/Tenure Track



Regular Instructional Faculty, Fall 2003 - Fall 2011
Tenured/Tenure Track Faculty
All Ranks Combined



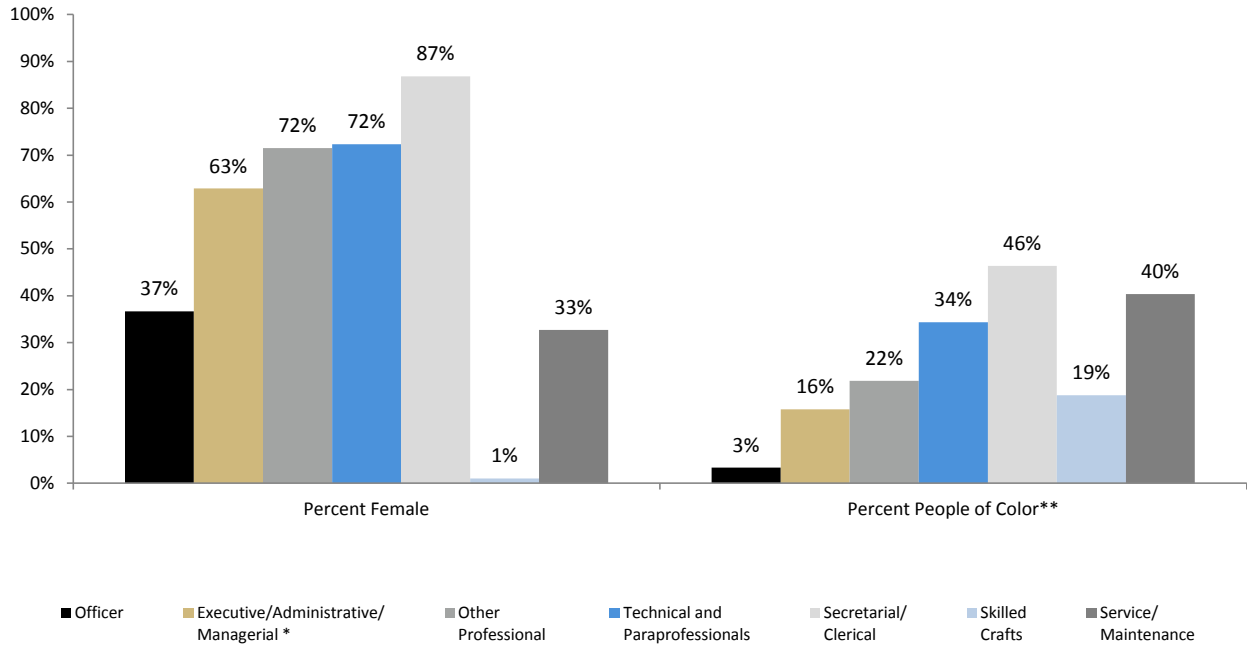
Non-Tenure Track Faculty



* Calculated percentages exclude international faculty.

For Fall 2011, females comprise 50% or less of the assistant and associate professors and 26% of full professors. The percentages of faculty of color in both the tenured/tenure track and non-tenure track ranks are up for Fall 2011, compared to prior years.

**University of Colorado Denver
 Denver Campus and Anschutz Medical Campus
 Staff Diversity by Occupational Category, Fall 2011**



* Excluding officers

**Percent minority calculations exclude international staff

The highest percentages of women are found in the secretarial/clerical occupational category, with slightly lower percentages among the technical/paraprofessional, other professional, and executive/administrative/managerial categories. The highest percentages of people of color are found among the secretarial/clerical, service/maintenance, and technical/paraprofessional categories.



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University of Colorado System Administration Staff Diversity

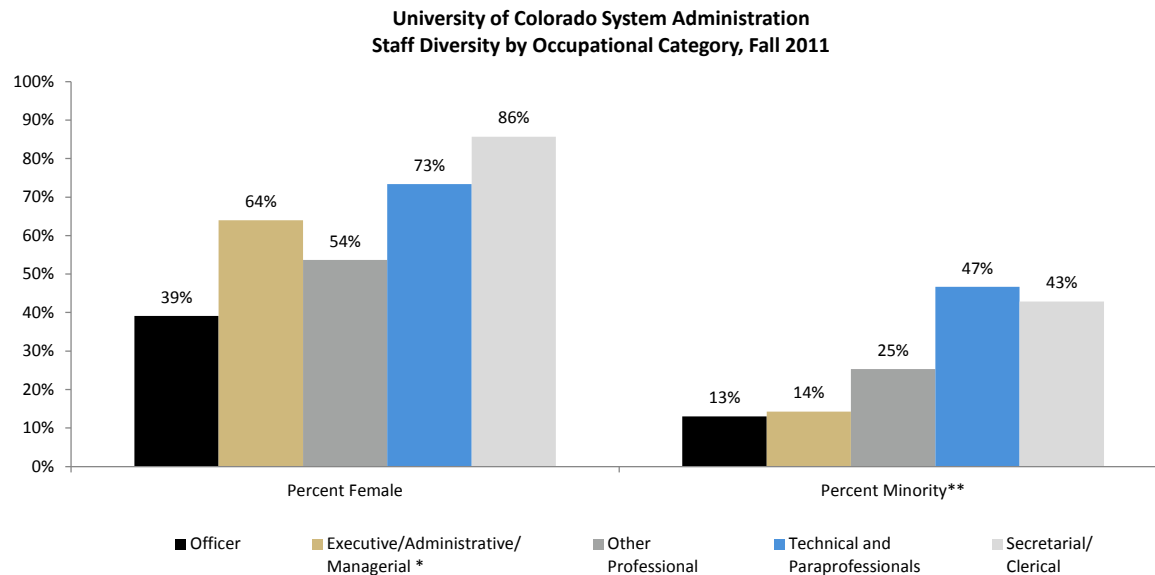
Data compiled by the University of Colorado System Office of Institutional Research
www.cu.edu/ir

**University of Colorado System Administration
Full-Time Staff, Fall 2011**

	Total	Female		Male		Minority**		Race/Ethnicity/Citizenship						
		#	%	#	%	#	%	American Black/African American	American Indian/Alaska Native	Hispanic/Latino	Asian	White	Unknown	Inter-national
Staff Total	299	180	60%	119	40%	57	20%	8	5	19	25	225	10	7
Executive/Administrative/Managerial Officers*	195	119	61%	76	39%	27	14%	1	1	8	17	157	7	4
Other	23	9	39%	14	61%	3	13%	0	1	1	1	18	2	0
Other Professionals (support/service)	172	110	64%	62	36%	24	14%	1	0	7	16	139	5	4
Exempt Professionals	82	44	54%	38	46%	20	25%	4	3	8	5	57	2	3
Classified Staff	35	22	63%	13	37%	8	24%	1	1	4	2	25	0	2
Technical and Paraprofessionals	47	22	47%	25	53%	12	26%	3	2	4	3	32	2	1
Clerical and Secretarial	15	11	73%	4	27%	7	47%	2	0	2	3	7	1	0
	7	6	86%	1	14%	3	43%	1	1	1	0	4	0	0

*Per Regent policy, officers include those holding the title of President, Vice President, Associate Vice President, Assistant Vice President, Treasurer, or Associate Counsel. Two individuals holding part-time positions are included in the Officer count.

** Percent minority calculations exclude international staff.



* Excluding officers

**Percent minority calculations exclude international staff



University of Colorado

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CU Diversity Data in Context

Data compiled by the University of Colorado System Office of Institutional Research
www.cu.edu/ir

Fall 2010 Resident Enrollment, Colorado Public Four-Year Institutions

	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic	Native American or Alaskan Native	White, non-Hispanic	More than one Race/Ethnicity (non-Hispanic)	Unknown Ethnicity	Non-Resident Alien ^a	Total	Total Minority ^b	Percent Minority ^c	Share of CO Minority Enrollment	Share of CO Total Enrollment
Undergraduate	4,347	3,994	122	12,908	872	73,310	1,537	5,846	151	103,087	23,780	23%	100%	100%
Adams State College	26	97	4	674	17	960	21	101		1,900	839	44%	4%	2%
Colorado Mesa University	78	117	23	805	89	5,521	71	424	2	7,130	1,183	17%	5%	7%
Colorado School of Mines	164	42		230	13	2,025	13	218	10	2,715	462	17%	2%	3%
Colorado State University System	423	750	31	2,584	127	17,310	521	1,063	34	22,843	4,436	19%	19%	22%
Colorado State University	342	355	30	1,437	71	14,935	491	856	31	18,548	2,726	15%	11%	18%
Colorado State University - Pueblo	81	395	1	1,147	56	2,375	30	207	3	4,295	1,710	40%	7%	4%
Fort Lewis College	13	23	8	220	99	2,098	62	77	12	2,612	425	16%	2%	3%
Metropolitan State College of Denver	888	1,403	38	3,791	199	14,724	427	1,413	15	22,898	6,746	29%	28%	22%
University of Colorado	2,622	1,178	2	3,516	267	23,143	230	1,567	77	32,602	7,815	24%	33%	32%
University of Colorado Boulder	1,242	330	2	1,433	112	12,812	144	715	43	16,833	3,263	19%	14%	16%
University of Colorado Colorado Springs	328	277		782	59	4,753	57	301	13	6,570	1,503	23%	6%	6%
University of Colorado Denver	1,052	571		1,301	96	5,578	29	551	21	9,199	3,049	33%	13%	9%
University of Northern Colorado	133	354		1,007	51	6,285	191	787	1	8,809	1,736	20%	7%	9%
Western State College		30	16	81	10	1,244	1	196		1,578	138	9%	1%	2%
Graduate	785	364	4	1,262	138	14,431	114	1,422	116	18,636	2,667	14%	100%	100%
Adams State College	2	8		113	2	430	2	30		587	127	22%	5%	3%
Colorado Mesa University				8		68		3		79	8	10%	0%	0%
Colorado School of Mines	30	8		45	11	680	1	71	2	848	95	11%	4%	5%
Colorado State University System	80	40	4	272	23	2,778	66	361	26	3,650	485	13%	18%	20%
Colorado State University	76	29	4	212	20	2,589	64	346	25	3,365	405	12%	15%	18%
Colorado State University - Pueblo	4	11		60	3	189	2	15	1	285	80	28%	3%	2%
Metropolitan State College of Denver	3	2		2		38	1			46	8	17%	0%	0%
University of Colorado	648	266		764	94	9,354	24	901	88	12,139	1,796	15%	67%	65%
University of Colorado Boulder	160	53		219	38	2,882	14	246	25	3,637	484	13%	18%	20%
University of Colorado Colorado Springs	56	56		118	8	1,224	3	113	23	1,601	241	15%	9%	9%
University of Colorado Denver	432	157		427	48	5,248	7	542	40	6,901	1,071	16%	40%	37%
University of Northern Colorado	22	40		58	8	1,083	20	56		1,287	148	11%	6%	7%
Total	5,132	4,358	126	14,170	1,010	87,741	1,651	7,268	267	121,723	26,447	22%	100%	100%

Source: Colorado Department of Higher Education Searchable Database, <http://higher.ed.colorado.gov/i3/Search.aspx>

Based on SURDS enrollment files. Excludes students exclusively enrolled in Extended Studies Programs. These data will not match other data provided in this report; this table is based on end-of-term enrollment whereas other data are based on census date enrollment.

a As defined by the State of Colorado and US Department of Education, a non-resident alien is "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely." This excludes US citizens (native or naturalized) and permanent residents.

b The minority total includes individuals reported under "more than one race/ethnicity."

c The percent minority calculation excludes non-resident aliens (they are not included in the numerator or denominator).

Population Characteristics of CU's Primary Market Areas

The Boulder campus draws from the entire state of Colorado. The Denver Campus of UC Denver draws primarily from the Metro Denver area. The Colorado Springs campus draws primarily from Southern Colorado.

Population by Race/Ethnicity

2010 Population	Total	American Indian & Alaska Native		Asian/ Pacific Islander		Black/ African American		Hispanic or Latino		White		Other		Two or More Races	
Metro Denver Central Counties	2,489,661	12,074	0.5%	94,179	3.8%	135,028	5.4%	568,418	22.8%	1,624,544	65.3%	4,055	0.2%	51,363	2.1%
Southern Colorado	1,014,208	6,873	0.7%	21,104	2.1%	42,638	4.2%	216,602	21.4%	698,749	68.9%	1,635	0.2%	26,607	2.6%
Colorado Total	5,029,196	31,244	0.6%	141,225	2.8%	188,778	3.8%	1,038,687	20.7%	3,520,793	70.0%	7,622	0.2%	100,847	2.0%

Source: 2010 Census Redistricting Data (Public Law 94-171) Summary File, U.S. Census Bureau

Pupil Membership, Colorado Public Schools

Fall 2011 Pupil Membership	Total	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
All Grades															
Metro Denver Central Counties	428,829	2,926	0.7%	17,727	4.1%	29,225	6.8%	149,906	35.0%	886	0.2%	214,845	50.1%	13,314	3.1%
Southern Colorado	171,419	1,388	0.8%	3,451	2.0%	8,835	5.2%	50,920	29.7%	545	0.3%	99,119	57.8%	7,161	4.2%
Colorado Total	854,265	7,143	0.8%	26,522	3.1%	40,932	4.8%	272,490	31.9%	1,817	0.2%	479,288	56.1%	26,073	3.1%
Grades 9 - 12															
Metro Denver Central Counties	118,868	913	0.8%	5,029	4.2%	8,667	7.3%	38,659	32.5%	268	0.2%	62,080	52.2%	3,252	2.7%
Southern Colorado	49,387	438	0.9%	1,043	2.1%	2,711	5.5%	13,063	26.5%	162	0.3%	30,155	61.1%	1,815	3.7%
Colorado Total	243,411	2,347	1.0%	7,595	3.1%	12,373	5.1%	70,850	29.1%	568	0.2%	143,166	58.8%	6,512	2.7%

Source: Colorado Department of Education, www.cde.state.co.us/cdereval/download/spreadsheet/2011PM/MembershipbySchoolRace-EthnicityGenderandGrade.xls

High School Graduation Rates

Class of 2011 Graduation Rates	All Students		American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate
Metro Denver Central Counties	29,805	70.9%	262	53.1%	1,085	79.7%	2,479	64.1%	9,339	55.5%	68	70.6%	15,979	80.4%	593	80.1%
Southern Colorado	12,724	77.4%	142	56.3%	253	85.4%	714	71.4%	3,353	68.0%	29	75.9%	7,824	75.9%	409	85.8%
Colorado Total	62,039	73.9%	716	52.2%	1,642	81.7%	3,498	64.6%	17,536	60.1%	135	74.8%	37,269	81.1%	1,243	82.8%

Source: Colorado Department of Education, www.cde.state.co.us/cdereval/download/spreadsheet/2011Grads/Graduates_and_Completers_by_School_Gender_And_RaceEthnicity.xls

Metro Denver Central Counties: Adams, Arapahoe, Broomfield, Denver, Douglas, Jefferson (as defined by the Office of Management and Budget in OMB Bulletin 10-02)

Southern Colorado Counties: Alamosa, Baca, Bent, Chaffee, Cheyenne, Conejos, Costilla, Crowley, Custer, El Paso, Fremont, Huerfano, Kiowa, Las Animas, Lincoln, Mineral, Otero, Park, Prowers, Pueblo, Rio Grande, Saguache, Teller