



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

# University of Colorado

## **2013-14 Diversity Report**

Prepared by the University of Colorado System Office of Institutional Research  
May 2014

<https://www.cu.edu/office-academic-affairs/reports-highlights>

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## 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, 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.



University of Colorado  
Boulder

## **University of Colorado Boulder 2013-14 Diversity Report**

## Pathways for Diversity and Inclusion 2013-14 Office of Diversity, Equity and Community Engagement

### Student Access and Enrollment

**Enrollment** – The undergraduate enrollment of diverse students on the Boulder campus was at 20% of the total undergraduate enrollment in the 2013 fall semester. This is an all-time high and represents a steady increase over the past five years from 15% in 2009. The increase in undergraduate student diversity is in part due to a measurable increase in the proportion of diverse students in the freshmen class which was 23% in fall 2013, including 29% in the resident freshmen class. A total of 5,192 degree-seeking undergraduates self-identified as American Indian, Latino, African American, Asian American, and more than one race. Among the in-state undergraduate students, 24% were Pell grant recipients. The graduate enrollment of diverse students increased to 13% in fall 2013, also an all-time high, for a total of 705 who self-identified as American Indian, Latino, African American, Asian American, and more than one race.



**Outreach** – The Pre-Collegiate Development Program has been on the Boulder campus for 31 years. In 2013-14 the program served 1,277 middle and high school students and 2,193 parents in the Denver/Boulder area encompassing 25 target middle schools and 18 target high schools. The Roaring Fork and Summit Pre-collegiate Programs, located along the I-70 corridor, served 338 middle and high school students reaching 4 middle schools and 4 high schools. These programs feature an innovative four-way strategic partnership that includes: 1) the local school districts, 2) the Aspen Valley and Summit community foundations, 3) Colorado Mountain College and 4) CU Boulder. With the support of the CU President's Office, the Roaring Fork program plans to expand service to an additional 100 students.

**Scholarship Foundations and Partnerships** – Additional academic outreach benefited hundreds of students with valuable college preparation and scholarships through strategic partnerships with community organizations such as: Daniels Fund, Denver Scholarship Foundation, Gates Millennium Foundation, I Have a Dream Foundation Boulder County, Mapleton Education Foundation, *Vamos Bufalos* and Colorado MESA.

### Student Academic Achievement

**Graduation and Retention** – The number of bachelor degrees awarded to students of color in 2012-13 represents a 55% increase since 2004 (573 to 855 degrees). The six-year graduation rate for the undergraduate cohort entering in 2007 was 64% for students of color, compared to 71% for all students. The freshman retention rate for students entering fall 2012 was 83% for students of color, nearly equivalent to that of all students at 85%.

**CU LEAD Alliance** – Student success is enhanced by a network of 13 “academic neighborhoods” and affiliate programs that make up the CU LEAD Alliance, which assists under-represented and first-generation students. Serving approximately 1,600 undergraduates, the programs offer scholarships and promote academic excellence through cohort experiences, academic enrichment and community building. CU LEAD supports students’ access to special learning opportunities such as honors thesis, internships, undergraduate research and global experiences. CU LEAD represents “*Leadership, Excellence, Achievement and Diversity.*”

**Kristen Espinoza** graduated in May 2014 with her Bachelor of Arts degree in Integrative Physiology. Kristen actively participated as an **Honors CU LEAD Scholar** and served as a student leader in the Women’s Resource Center. Kristen played an influential role in the CU Student Advisory Group, where she conducted survey and focus group research on the experiences of current CU Boulder diverse students. She plans to acquire her CNA license and work for the next 6-12 months before attending graduate school to become a Physician’s Assistant.



**Elom Amouzou** graduated in May 2014 as a double major in Business Management and Ethnic Studies. Elom plans to take a position as a 6<sup>th</sup> grade teacher at Strive Prep School in Montbello, Colorado. Elom participated as a CU LEAD Scholar in the **Leeds Business Diversity Scholars Program** and the **Academic Excellence Program**. He won the first place prize, two years in a row, for the Program for Writing and Rhetoric’s Writing Competition. Elom also served as a strong voice in the CU LEAD Alliance Student Advisory Group. After teaching for a few years, Elom plans to pursue a graduate degree in education.

### **Campus Climate and Community Engagement**

Diversity and inclusion are enhanced through the broad participation and interaction of students, faculty, and staff on various campus-wide committees: **Chancellor’s Committee on Race and Ethnicity (CCORE)**, **Chancellor’s Committee on Women (CCW)**, **Chancellor’s Standing Committee on Gay, Lesbian, Bisexual, Transgender Issues (GLBT)**, and **Chancellor’s Accessibility Committee (CAC)**. The **Boulder Faculty Assembly Diversity Committee** and the **Colleges and Schools Diversity Representatives Council** further address critical issues of diversity and inclusion in the academic setting. Inclusive excellence is advanced within the curriculum through the **IMPART Fellowship Grant** which bestows mini-awards to faculty to promote a campus environment which supports and encourages gender, ethnic and cultural diversity in scholarly work and teaching. Public forums for teaching and recognition are conducted annually during the two-day **Diversity and Inclusion Summit** in the fall and the **Equity and Excellence Celebration** held in the spring.

## Diversity and Excellence – 2013-14 Quantitative Highlights

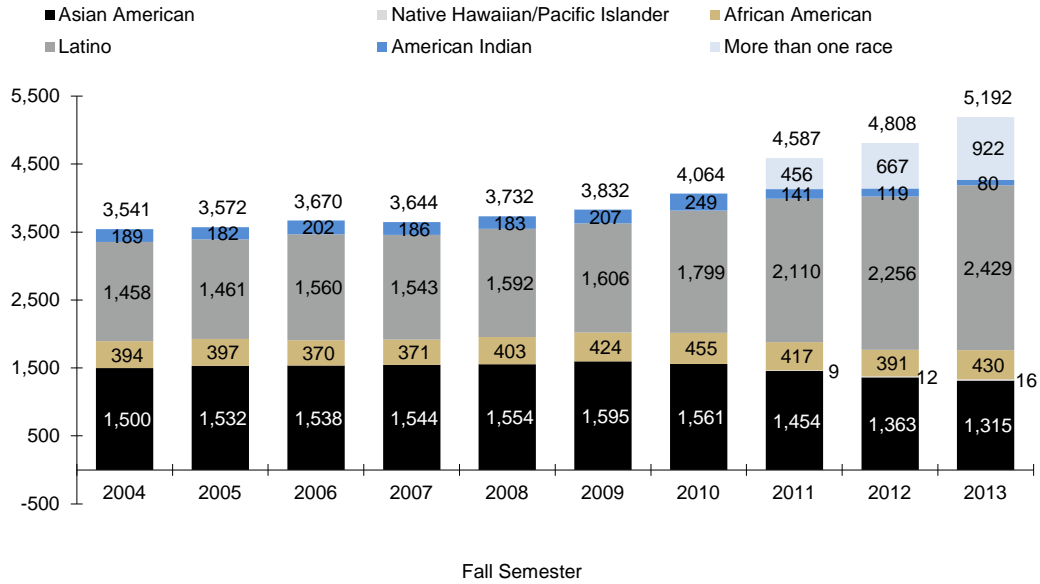
- Minority enrollment in 2013-14 was at an all-time high for both undergraduate and graduate students for the third year in a row. Undergraduate minority enrollment is now 20% of total undergraduate enrollment, and graduate minority enrollment is 13% of total graduate enrollment.
- Graduate minority enrollment has increased over the past ten years by 40%, whereas total graduate enrollment has increased by about 17% in the same time period.
- Undergraduate minority enrollment as a percent of total undergraduate enrollment was stable at 15% for many years, but has increased considerably over the past 5 years, from 15% in 2009 to 20% in fall 2013. In the past ten years, undergraduate minority enrollment has increased by 47% as compared to total undergraduate enrollment, which has increased by only three percent.
- The number of resident minority freshman applications is holding fairly steady at around 2000; however, the number of resident minority freshmen who are admitted and who enroll has increased steadily over the past 5 years. Ninety percent of those who applied for fall 2013 were admitted, and 48% of those who were admitted enrolled.
- The retention rate for full-time first-time minority freshmen students is almost equal to the rate for white, non-Hispanic students (83% and 85%, respectively).
- Bachelor's degrees awarded to minority students have increased by 55% since 2004 (from 573 to 855 degrees). The number of degrees granted to minority students in FY 2013 matched last year's all-time high and represented 15% of total degrees granted.
- Pell enrollment as a percentage of resident undergraduate student enrollment is 24%.
- The number of degrees awarded to Pell students was at an all-time high in FY 2013 (1,392 degrees), and equaled almost a quarter of all bachelor degrees granted.
- The percentage of female tenured/tenure track faculty has increased over the past ten years, from 28% to 33%.
- The percentage of minority tenured/tenure track faculty has increased over the same time period by 6 percentage points, from 15% to 21%.
- The percentage of minority non-tenured/tenure track regular instructional faculty is 11%, about 4 percentage points higher than it was 10 years ago.



## **University of Colorado Boulder Student Diversity**

Data provided by the CU-Boulder Office of Planning, Budget, and Analysis  
[www.colorado.edu/pba/ia/](http://www.colorado.edu/pba/ia/)

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

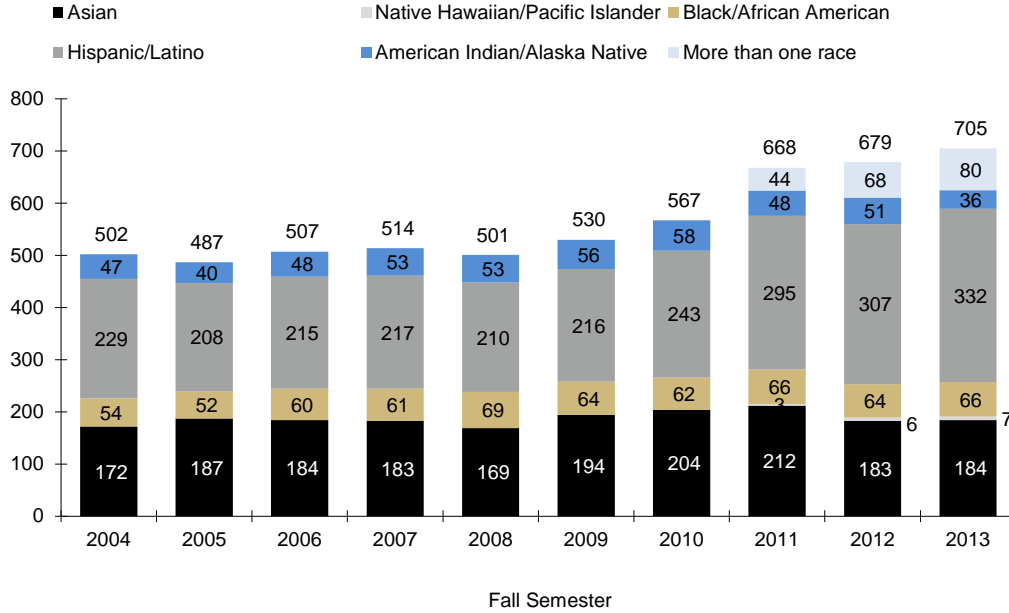


Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	1,500	1,532	1,538	1,544	1,554	1,595	1,561	1,454	1,363	1,315
Native Hawaiian/Pacific Islander								9	12	16
Black/African American	394	397	370	371	403	424	455	417	391	430
Hispanic/Latino	1,458	1,461	1,560	1,543	1,592	1,606	1,799	2,110	2,256	2,429
American Indian/Alaska Native	189	182	202	186	183	207	249	141	119	80
More than one race								456	667	922
White/Unknown	20,851	20,321	20,451	20,464	20,951	21,151	20,225	20,548	19,678	19,309
International	318	330	363	365	397	425	500	639	753	960
<b>Total Enrollment</b>	<b>24,710</b>	<b>24,223</b>	<b>24,484</b>	<b>24,473</b>	<b>25,080</b>	<b>25,408</b>	<b>24,789</b>	<b>25,774</b>	<b>25,239</b>	<b>25,461</b>
Minority Total	3,541	3,572	3,670	3,644	3,732	3,832	4,064	4,587	4,808	5,192
Minority as % of Total Enrollment	14%	15%	15%	15%	15%	15%	16%	18%	19%	20%

Note: 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 and later 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

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

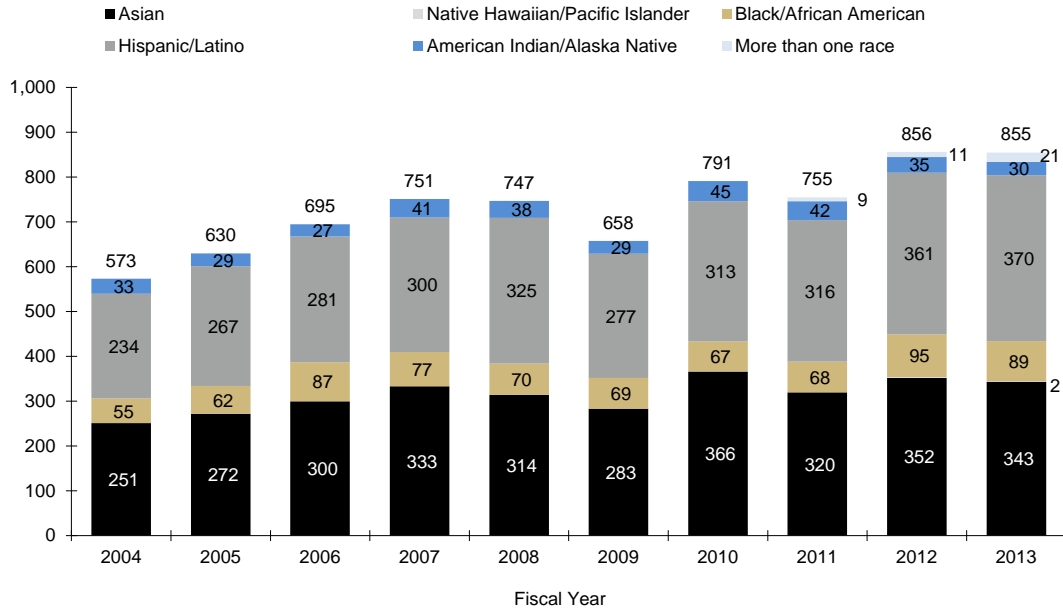


Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	172	187	184	183	169	194	204	212	183	184
Native Hawaiian/Pacific Islander								3	6	7
Black/African American	54	52	60	61	69	64	62	66	64	66
Hispanic/Latino	229	208	215	217	210	216	243	295	307	332
American Indian/Alaska Native	47	40	48	53	53	56	58	48	51	36
More than one race								44	68	80
White/Unknown	3,398	3,332	3,311	3,248	3,310	3,455	3,716	3,943	3,851	3,698
International	648	582	640	753	818	803	863	886	926	910
Enrollment	4,548	4,401	4,458	4,515	4,629	4,788	5,146	5,497	5,456	5,313
Minority Total	502	487	507	514	501	530	567	668	679	705
Minority as % of Total Enrollment	11%	11%	11%	11%	11%	11%	11%	12%	12%	13%

Note: 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 and later 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

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

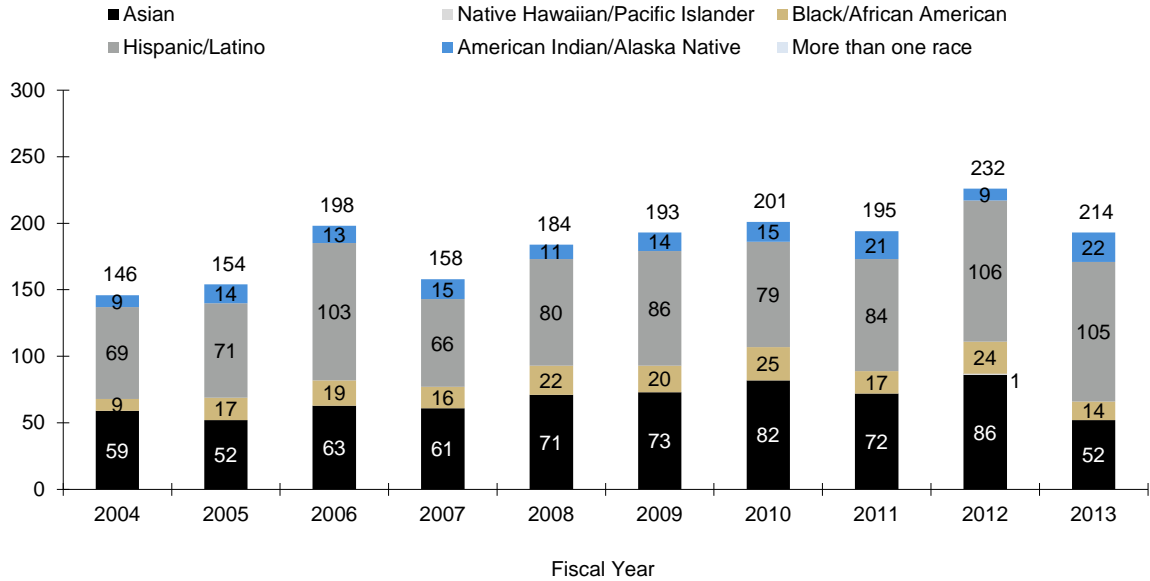


Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	251	272	300	333	314	283	366	320	352	343
Native Hawaiian/Pacific Islander								-	2	2
Black/African American	55	62	87	77	70	69	67	68	95	89
Hispanic/Latino	234	267	281	300	325	277	313	316	361	370
American Indian/Alaska Native	33	29	27	41	38	29	45	42	35	30
More than one race								9	11	21
White/Unknown	4,169	4,423	4,597	4,530	4,516	4,290	4,643	4,788	4,915	4,790
International	57	71	58	62	63	59	75	85	94	107
<b>Total Degrees Awarded</b>	<b>4,799</b>	<b>5,124</b>	<b>5,350</b>	<b>5,343</b>	<b>5,326</b>	<b>5,007</b>	<b>5,509</b>	<b>5,628</b>	<b>5,865</b>	<b>5,752</b>
Minority Total	573	630	695	751	747	658	791	755	856	855
Minority as % of Total	12%	12%	13%	14%	14%	13%	14%	13%	15%	15%

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later 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 Graduate Degrees Awarded by Race/Ethnicity

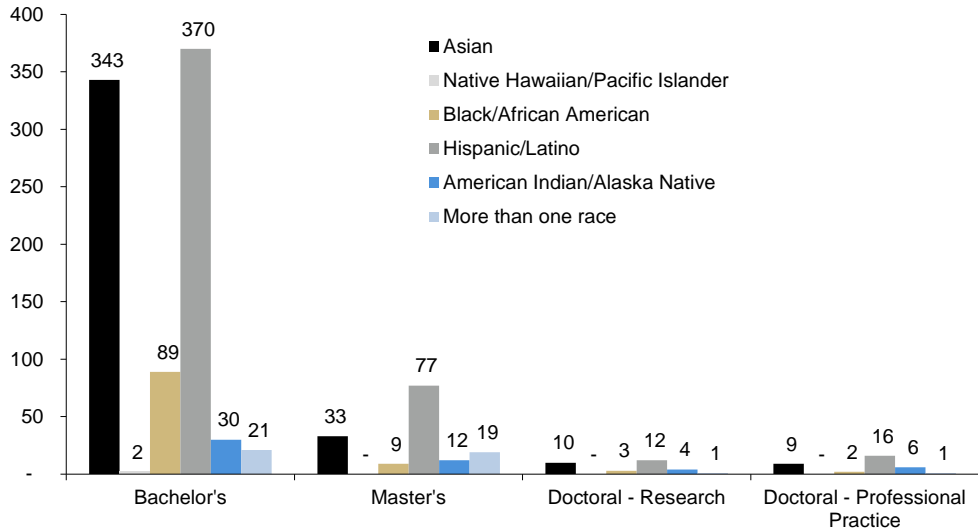


Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	59	52	63	61	71	73	82	72	86	52
Native Hawaiian/Pacific Islander								-	1	0
Black/African American	9	17	19	16	22	20	25	17	24	14
Hispanic/Latino	69	71	103	66	80	86	79	84	106	105
American Indian/Alaska Native	9	14	13	15	11	14	15	21	9	22
More than one race								1	6	21
White/Unknown	1105	1132	1144	1112	1138	1092	1202	1360	1341	1346
International	248	252	193	168	164	234	255	227	285	278
<b>Total Degrees Awarded</b>	<b>1,499</b>	<b>1,538</b>	<b>1,535</b>	<b>1,438</b>	<b>1,486</b>	<b>1,519</b>	<b>1,658</b>	<b>1,782</b>	<b>1,858</b>	<b>1,838</b>
<b>Minority Total</b>	<b>146</b>	<b>154</b>	<b>198</b>	<b>158</b>	<b>184</b>	<b>193</b>	<b>201</b>	<b>195</b>	<b>232</b>	<b>214</b>
<b>Minority as % of Total</b>	<b>10%</b>	<b>10%</b>	<b>13%</b>	<b>11%</b>	<b>12%</b>	<b>13%</b>	<b>12%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later 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  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2013**

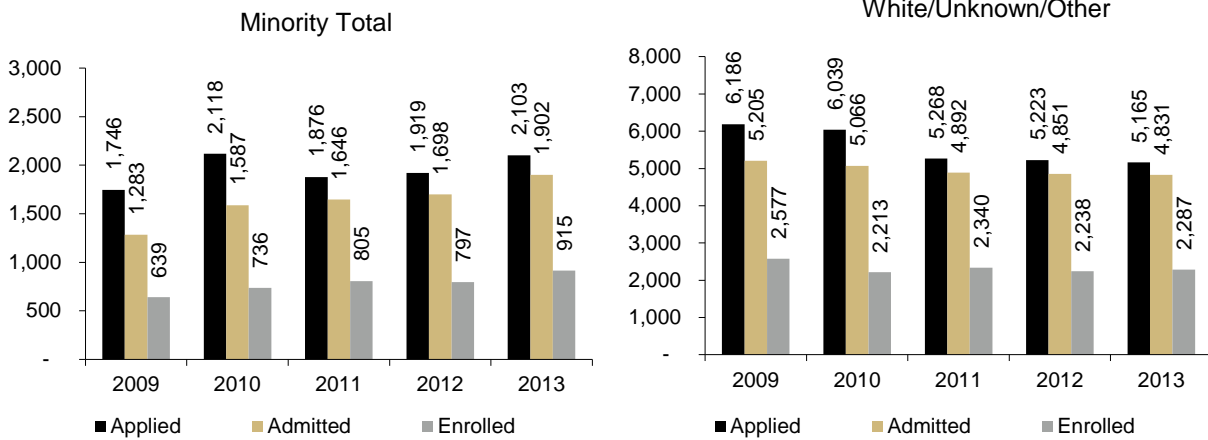


Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional Practice	Total
Asian	343	33	10	9	395
Native Hawaiian/Pacific Islander	2	-	-	-	2
Black/African American	89	9	3	2	103
Hispanic/Latino	370	77	12	16	475
American Indian/Alaska Native	30	12	4	6	52
More than one race	21	19	1	1	42
White/Unknown	4,790	928	272	146	6,136
International	107	203	74	1	385
<b>Minority Total</b>	<b>855</b>	<b>150</b>	<b>30</b>	<b>34</b>	<b>1,069</b>
<b>Total</b>	<b>5,752</b>	<b>1,281</b>	<b>376</b>	<b>181</b>	<b>7,590</b>

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once unless degrees are at different levels - e.g. BA and MA).

Fall 2011 and later 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 Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity



### Asian

Fall Term	Applied	Admitted	Enrolled
2009	649	521	281
2010	722	611	288
2011	464	424	220
2012	502	472	236
2013	517	492	248

### Native Hawaiian/Pacific Islander

Fall Term	Applied	Admitted	Enrolled
2009	n/a	n/a	n/a
2010	10	9	7
2011	2	1	1
2012	3	3	1
2013	2	2	1

### Black/African American

Fall Term	Applied	Admitted	Enrolled
2009	257	160	60
2010	263	172	60
2011	147	119	49
2012	174	140	55
2013	178	152	85

### Hispanic/Latino

Fall Term	Applied	Admitted	Enrolled
2009	768	544	261
2010	966	685	323
2011	946	822	400
2012	902	782	360
2013	1,002	896	413

### American Indian/Alaska Native

Fall Term	Applied	Admitted	Enrolled
2009	72	58	37
2010	157	110	58
2011	13	12	9
2012	13	11	8
2013	13	9	2

### More than one race

Fall Term	Applied	Admitted	Enrolled
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	304	268	126
2012	325	290	137
2013	391	351	166

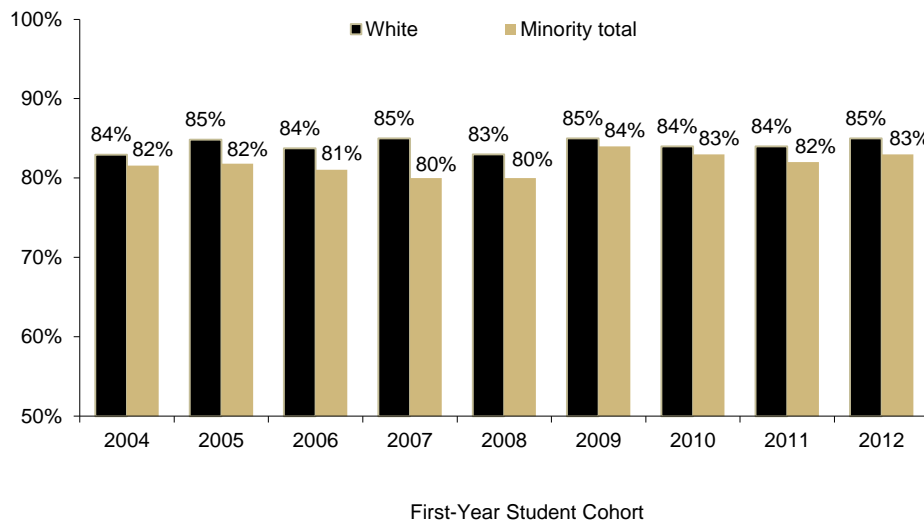
### White/Unknown/Other

Fall Term	Applied	Admitted	Enrolled
2009	6,186	5,205	2,577
2010	6,039	5,066	2,213
2011	5,268	4,892	2,340
2012	5,223	4,851	2,238
2013	5,165	4,831	2,287

### Total

Fall Term	Applied	Admitted	Enrolled
2009	7,932	6,488	3,216
2010	8,157	6,653	2,949
2011	7,144	6,538	3,145
2012	7,142	6,549	3,035
2013	7,268	6,733	3,202

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

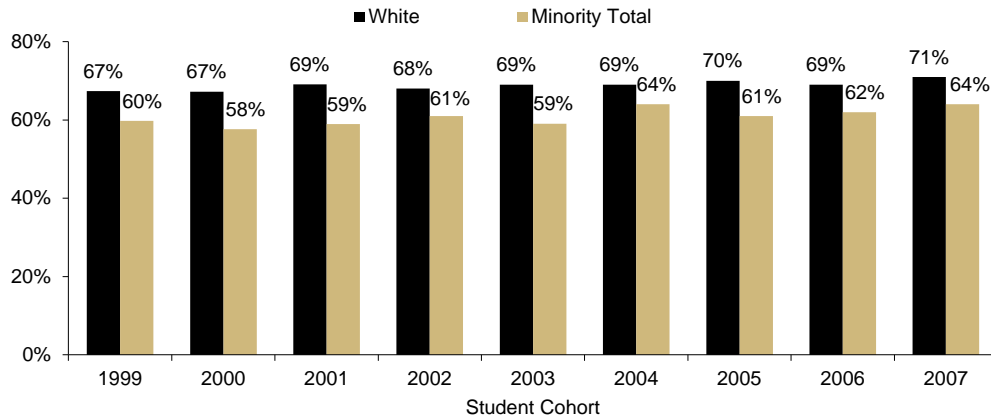


First-Year Cohort	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	332	325	373	373	369	362	338	340	375
Native Hawaiian/Pacific Islander								43	37
Black/African American	70	73	84	107	113	97	89	107	132
Hispanic/Latino	340	312	377	356	418	384	477	573	554
American Indian/Alaska Native	45	25	56	39	35	60	85	78	90
More than one race								0	0
Other/Unknown	268	242	238	197	263	284	54	36	33
White	4,024	3,974	4,415	4,399	4,561	4,268	4,003	4,349	4,039
International	43	52	62	69	58	68	86	128	171
All	5,122	5,003	5,605	5,540	5,817	5,523	5,145	5,654	5,431
Minority total	787	735	890	875	935	903	1,002	1,141	1,188

Percent Enrolled One Year Later	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	87%	82%	86%	86%	85%	88%	87%	84%	90%
Native Hawaiian/Pacific Islander								77%	73%
Black/African American	81%	81%	82%	82%	74%	86%	83%	79%	81%
Hispanic/Latino	76%	82%	78%	74%	78%	82%	80%	83%	79%
American Indian/Alaska Native	82%	80%	69%	82%	60%	73%	80%	78%	82%
More than one race								0%	0%
Other/Unknown	84%	84%	82%	86%	83%	86%	83%	69%	76%
White	83%	85%	84%	85%	83%	85%	84%	84%	85%
International	81%	87%	84%	87%	79%	79%	78%	87%	85%
All	83%	84%	83%	84%	83%	85%	84%	83%	85%
Minority total	82%	82%	81%	80%	80%	84%	83%	82%	83%



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

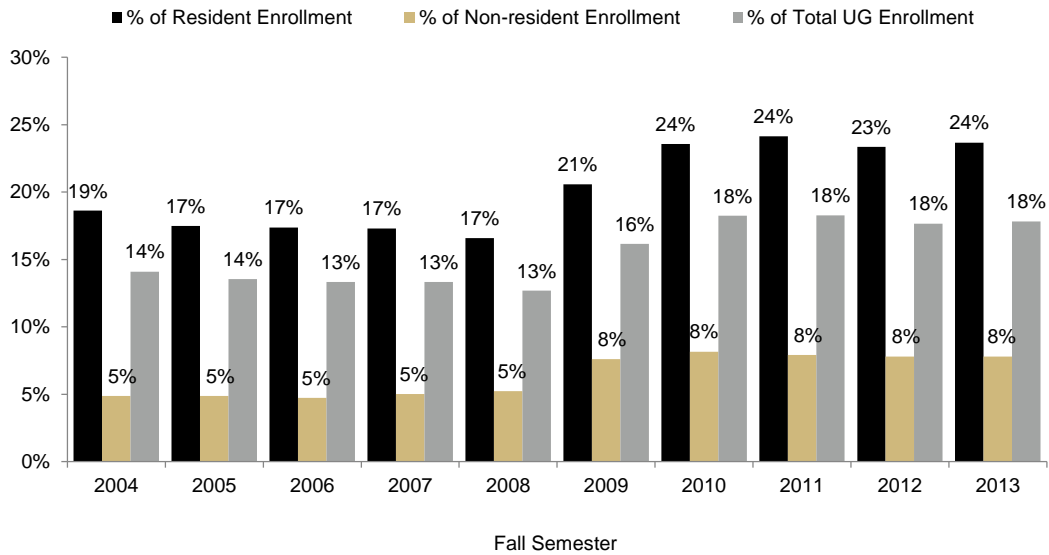


Undergraduate Cohort*	1999	2000	2001	2002	2003	2004	2005	2006	2007
Asian	266	297	291	358	340	333	325	373	373
Black/African American	82	85	74	97	89	70	72	84	107
Hispanic/Latino	239	273	310	323	327	340	313	377	356
American Indian/Alaska Native	25	30	37	53	37	45	25	56	39
White	3,767	4,131	3,899	4,293	4,474	4,025	3,977	4,415	4,399
Other/Unknown	137	207	327	216	235	268	243	238	197
International	28	24	24	36	40	43	52	62	69
<b>Total Enrollment</b>	<b>4,544</b>	<b>5,047</b>	<b>4,962</b>	<b>5,376</b>	<b>5,542</b>	<b>5,124</b>	<b>5,007</b>	<b>5,605</b>	<b>5,540</b>
Minority Total	612	685	712	831	793	788	735	890	875

Six-Year Graduation Rate	1999	2000	2001	2002	2003	2004	2005	2006	2007
Asian	62%	60%	65%	66%	65%	71%	64%	68%	71%
Black/African American	59%	44%	51%	53%	49%	64%	47%	64%	55%
Hispanic/Latino	59%	60%	55%	60%	57%	58%	60%	56%	59%
American Indian/Alaska Native	40%	53%	54%	51%	51%	58%	56%	57%	62%
White	67%	67%	69%	68%	69%	69%	70%	69%	71%
Other/Unknown	61%	61%	65%	64%	64%	70%	69%	66%	70%
International	75%	58%	79%	56%	58%	65%	67%	66%	72%
<b>Total Enrollment</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>	<b>67%</b>	<b>68%</b>	<b>68%</b>	<b>68%</b>	<b>70%</b>
Minority Total	60%	58%	59%	61%	59%	64%	61%	62%	64%

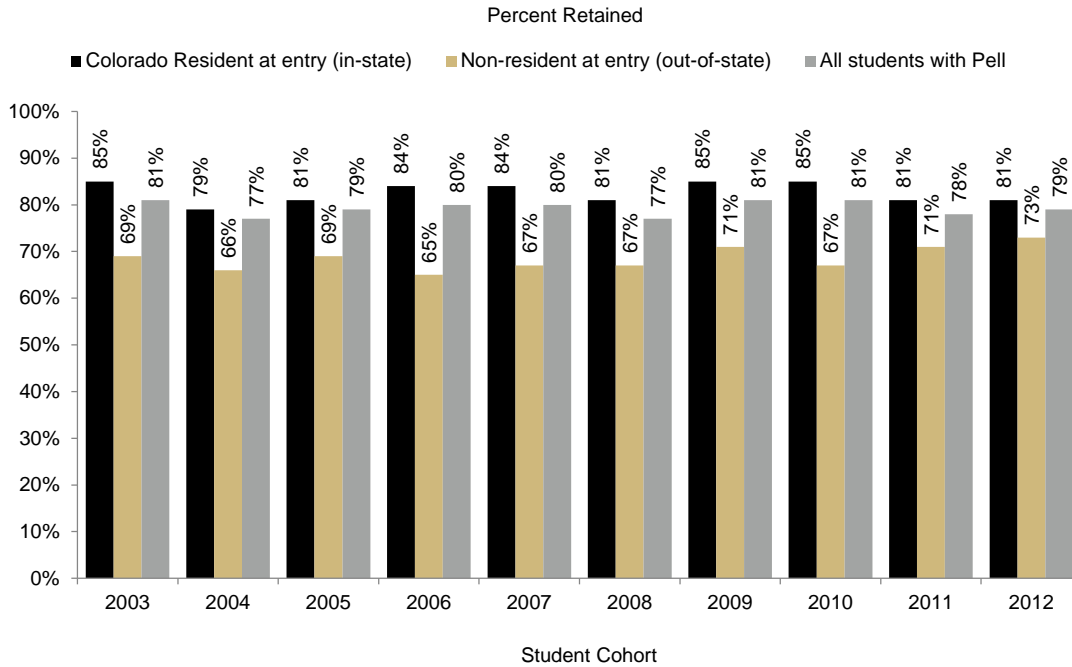
\* Cohorts include first-time first-year full-time students entering in the Fall semester.

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



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Resident	3,088	2,908	2,892	2,869	2,730	3,452	3,824	3,969	3,736	3,801
Non-resident	396	371	372	396	451	656	700	739	722	733
<b>Total UG pell recipients enrolled</b>	<b>3,484</b>	<b>3,279</b>	<b>3,264</b>	<b>3,265</b>	<b>3,181</b>	<b>4,108</b>	<b>4,524</b>	<b>4,708</b>	<b>4,458</b>	<b>4,534</b>
% of Resident Enrollment	19%	17%	17%	17%	17%	21%	24%	24%	23%	24%
% of Non-resident Enrollment	5%	5%	5%	5%	5%	8%	8%	8%	8%	8%
% of Total UG Enrollment	14%	14%	13%	13%	13%	16%	18%	18%	18%	18%

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



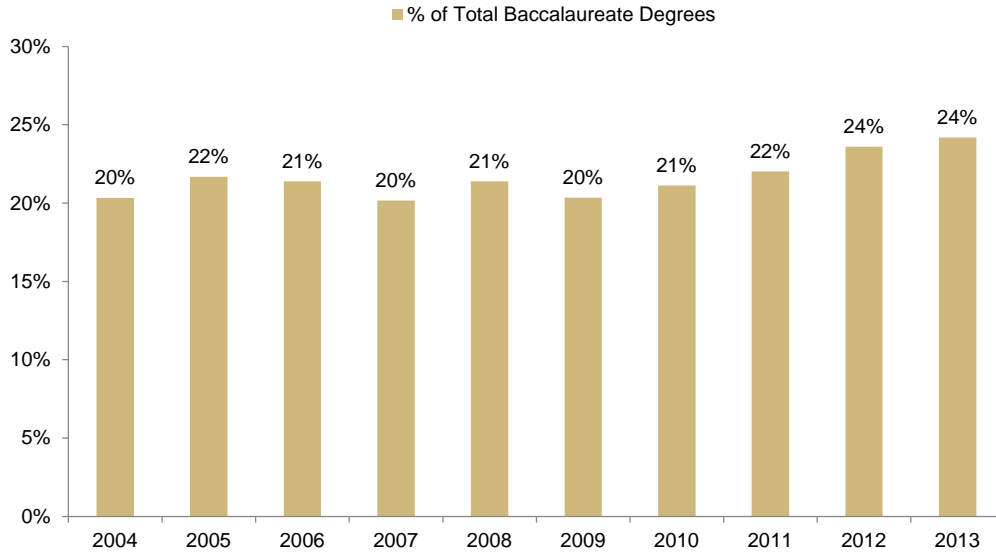
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>All students with Pell</b>										
First-Year Student Cohorts*	583	613	533	601	599	627	829	847	967	898
Number Retained**	472	472	421	481	479	483	671	686	754	709
Percent Retained	81%	77%	79%	80%	80%	77%	81%	81%	78%	79%
<b>Colorado Resident at entry (in-state)</b>										
First-Year Student Cohorts*	432	487	462	469	475	452	636	629	707	657
Number Retained**	367	385	374	394	399	366	541	535	573	532
Percent Retained	85%	79%	81%	84%	84%	81%	85%	85%	81%	81%
<b>Non-resident at entry (out-of-state)</b>										
First-Year Student Cohorts*	151	126	101	132	124	175	193	218	260	241
Number Retained**	104	83	70	86	83	117	137	146	185	176
Percent Retained	69%	66%	69%	65%	67%	67%	71%	67%	71%	73%

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**

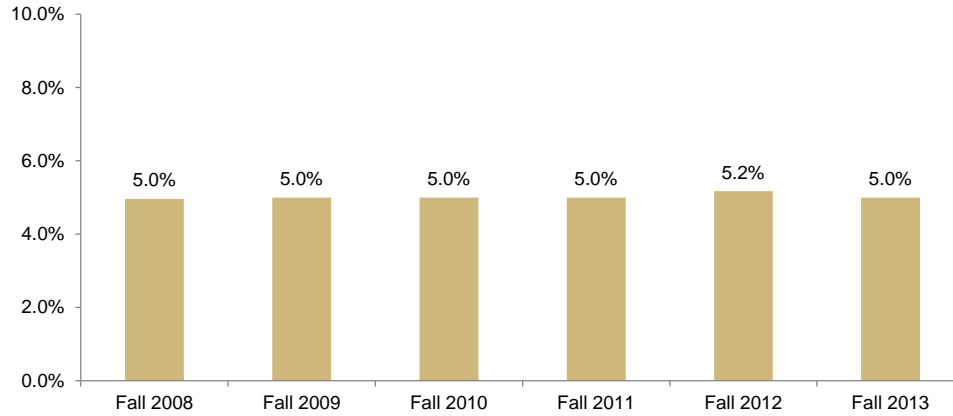


	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Baccalaureate Degrees Awarded to Pell Recipients*	976	1,111	1,144	1,077	1,139	1,019	1,164	1,239	1,384	1,392
% of Total Baccalaureate Degrees	20%	22%	21%	20%	21%	20%	21%	22%	24%	24%

\* 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  
(Percent of Undergraduate Enrollment)

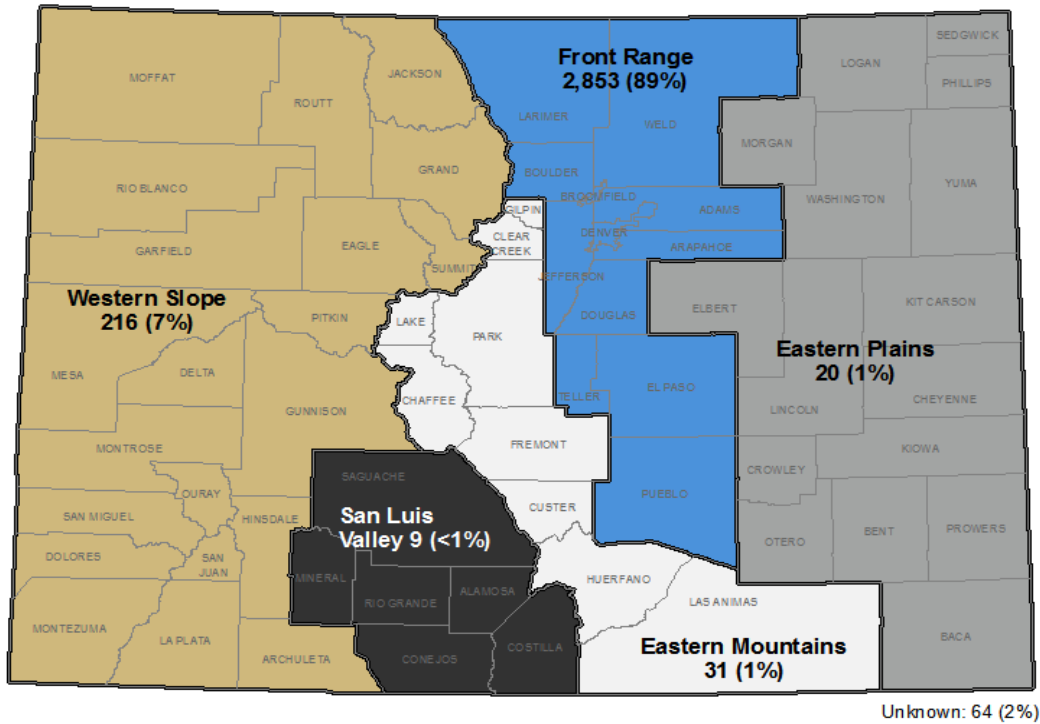


	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of undergraduates registered with Office of Disability Services*	1,260	1,288	1,260	1,254	1,270	1,325
Percent of all undergraduates	5.0%	5.0%	5.0%	5.0%	5.2%	5.0%

\* 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 2013  
Home Region**

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



Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2013	
		Enrolled <sup>2</sup>	Percent
Eastern Mountains	2%	31	1%
Eastern Plains	3%	20	1%
Front Range	83%	2,853	89%
San Luis Valley	1%	9	0.3%
Western Slope	9%	216	7%
Unknown	2%	64	2%
<b>Total</b>	<b>100%</b>	<b>3,193</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2013. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

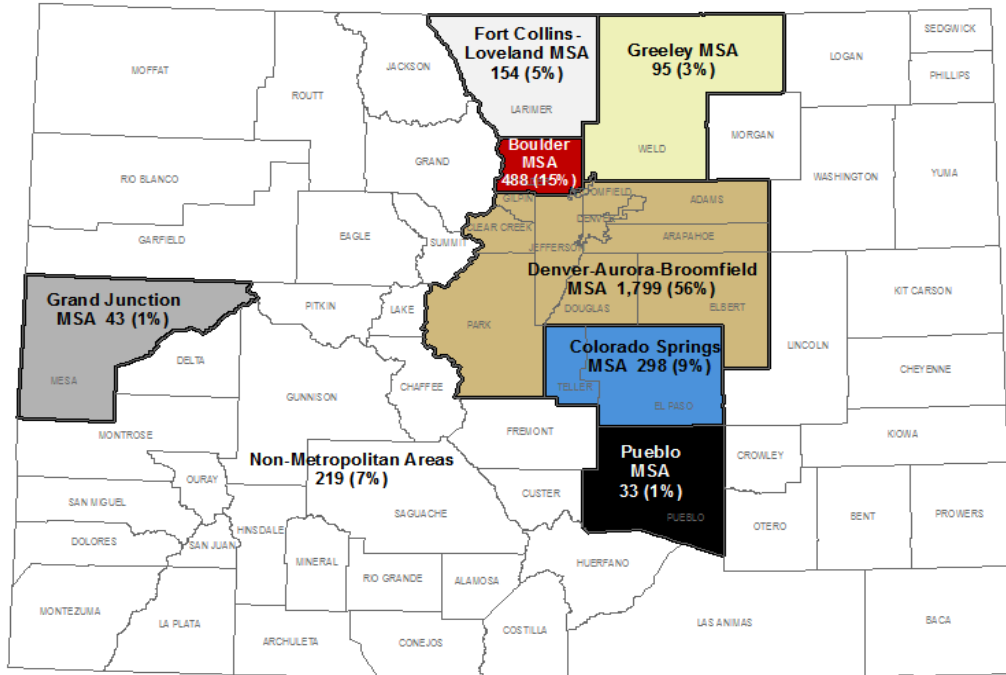
<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office. [www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013](http://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 2013  
Home Region: Metropolitan and Non-Metropolitan Areas**

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



MSA=Metropolitan Statistical Area

Unknown: 64 (2%)

Metro Area	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2013	
		Enrolled <sup>2</sup>	Percent
Boulder MSA	7%	488	15%
Colorado Springs MSA	16%	298	9%
Denver-Aurora-Broomfield MSA	49%	1,799	56%
Fort Collins-Loveland MSA	5%	154	5%
Grand Junction MSA	3%	43	1%
Greeley MSA	4%	95	3%
Pueblo MSA	3%	33	1%
Non-Metro	12%	219	7%
Unknown	2%	64	2%
<b>Total</b>	<b>100%</b>	<b>3,193</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2013. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

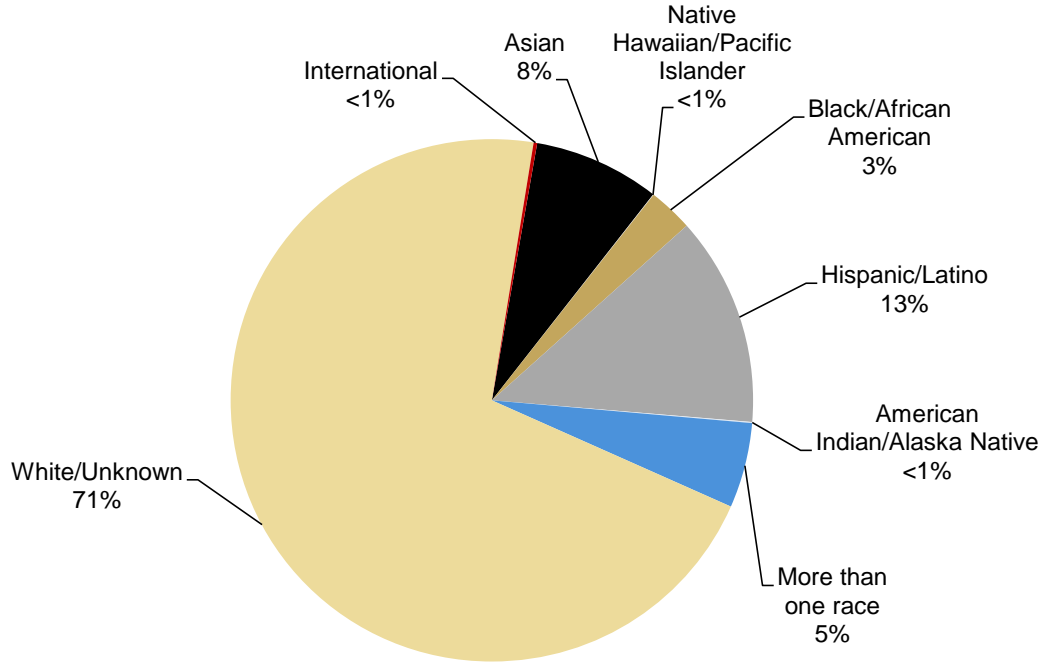
<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

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 2013**  
 (End-of-Term Enrollment)

Total=3,193  
 Minority Total = 922 (29%)



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 2013 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/](http://www.colorado.edu/pba/ia/)

**University of Colorado Boulder**  
**Full-Time Faculty and Staff, Fall 2013**

	Total	Female		Male		Minority		Ethnicity/Citizenship								
		#	%	#	%	#	%	Black/ African American	American Indian/ Alaska Native	Asian	Native Hawaiian/P acific Islander	Hispanic/ Latino	More than one race	White	Unknown	Inter- national
<b>Faculty</b>	<b>2,061</b>	<b>725</b>	<b>35%</b>	<b>1,336</b>	<b>65%</b>	<b>350</b>	<b>19%</b>	<b>30</b>	<b>9</b>	<b>197</b>	<b>-</b>	<b>108</b>	<b>6</b>	<b>1,520</b>	<b>-</b>	<b>191</b>
Instructional Faculty	1,411	517	37%	894	63%	264	19%	27	7	143	-	83	4	1,122	-	25
Tenured/Tenure Track	1,091	357	33%	734	67%	229	21%	24	6	129	-	66	4	846	-	16
Full Professor	461	106	23%	355	77%	67	15%	5	3	36	-	23	-	391	-	3
Associate Professor	365	137	38%	228	62%	79	22%	8	2	46	-	23	-	283	-	3
Assistant Professor	265	114	43%	151	57%	83	33%	11	1	47	-	20	4	172	-	10
Non-Tenure Track	320	160	50%	160	50%	35	11%	3	1	14	-	17	-	276	-	9
Instructor/Sr. Instructor	320	160	50%	160	50%	35	11%	3	1	14	-	17	-	276	-	9
Research Faculty	650	208	32%	442	68%	86	18%	3	2	54	-	25	2	398	-	166
<b>Staff</b>	<b>3,903</b>	<b>2,009</b>	<b>51%</b>	<b>1,894</b>	<b>49%</b>	<b>923</b>	<b>24%</b>	<b>97</b>	<b>17</b>	<b>267</b>	<b>7</b>	<b>497</b>	<b>38</b>	<b>2,948</b>	<b>12</b>	<b>20</b>
Officers	28	9	32%	19	68%	3	11%	2	-	-	-	1	-	25	-	-
With Faculty Status	17	3	18%	14	82%	2	12%	2						15		
Without Faculty Status	11	6	55%	5	45%	1	9%					1		10		
Management/Other Professionals/Support Staff	3,875	2,000	52%	1,875	48%	920	24%	95	17	267	7	496	38	2,923	12	20
With Faculty Status	772	317	41%	455	59%	92	12%	9	4	44	1	30	4	661	4	15
Exempt Professionals	1,306	788	60%	518	40%	225	17%	47	4	65	4	93	12	1,071	5	5
Classified Staff	1,797	895	50%	902	50%	603	34%	39	9	158	2	373	22	1,191	3	-
<b>Faculty/Staff Total</b>	<b>5,964</b>	<b>2,734</b>	<b>46%</b>	<b>3,230</b>	<b>54%</b>	<b>1,273</b>	<b>22%</b>	<b>127</b>	<b>26</b>	<b>464</b>	<b>7</b>	<b>605</b>	<b>44</b>	<b>4,468</b>	<b>12</b>	<b>211</b>

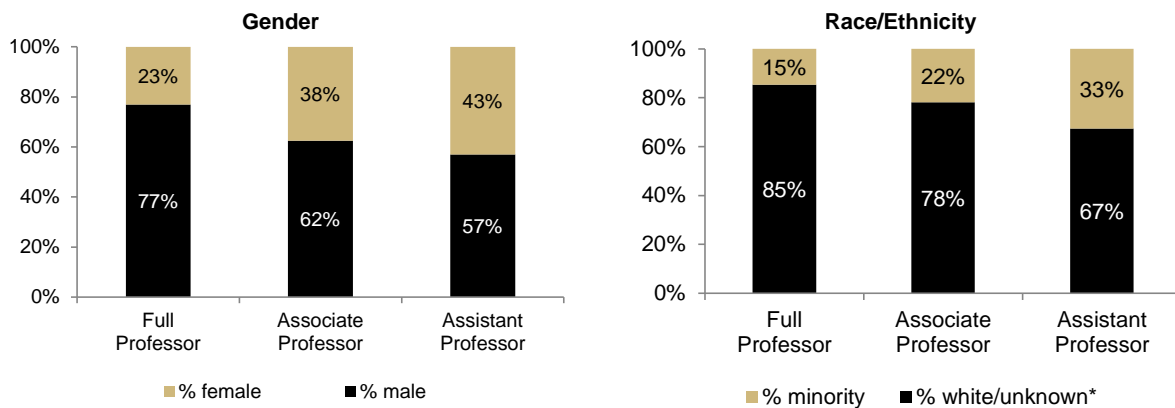
Notes: Includes all employees reported for IPEDS HR for Fall 2013. Excludes student and other temporary employees.

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 Nov. 1, 2013.

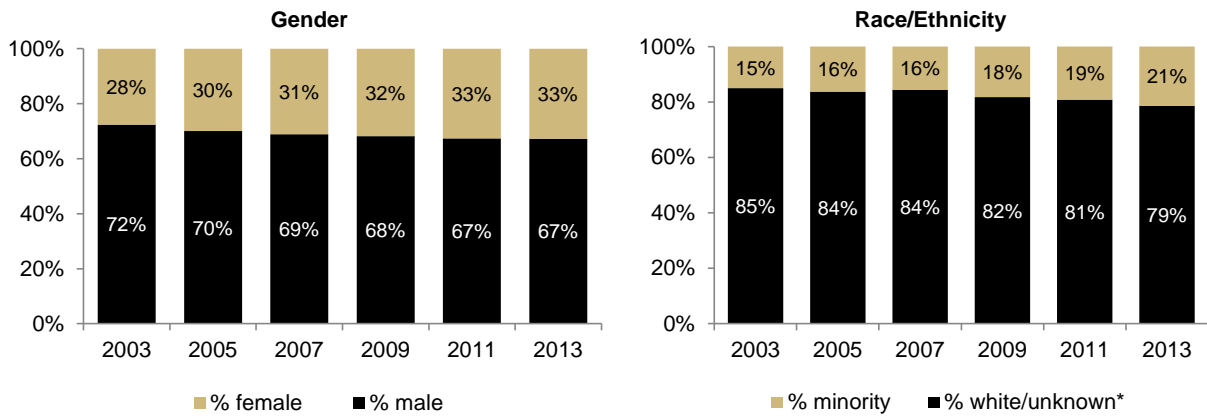
Minority total includes more than one race and excludes white, unknown, international. Percent minority is total minority divided by all, excluding international.

# University of Colorado Boulder

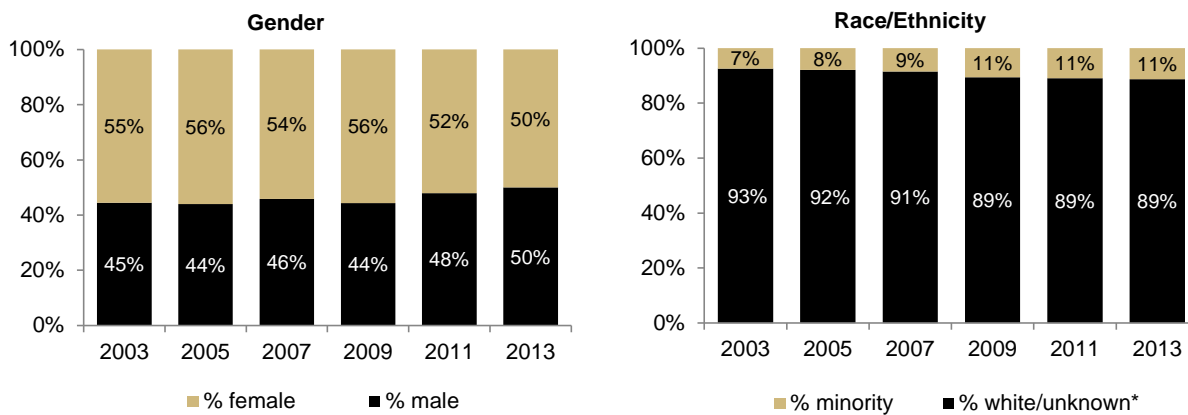
## Regular Instructional Faculty, Fall 2013 Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2003 - Fall 2013 Tenured/Tenure Track Faculty All Ranks Combined

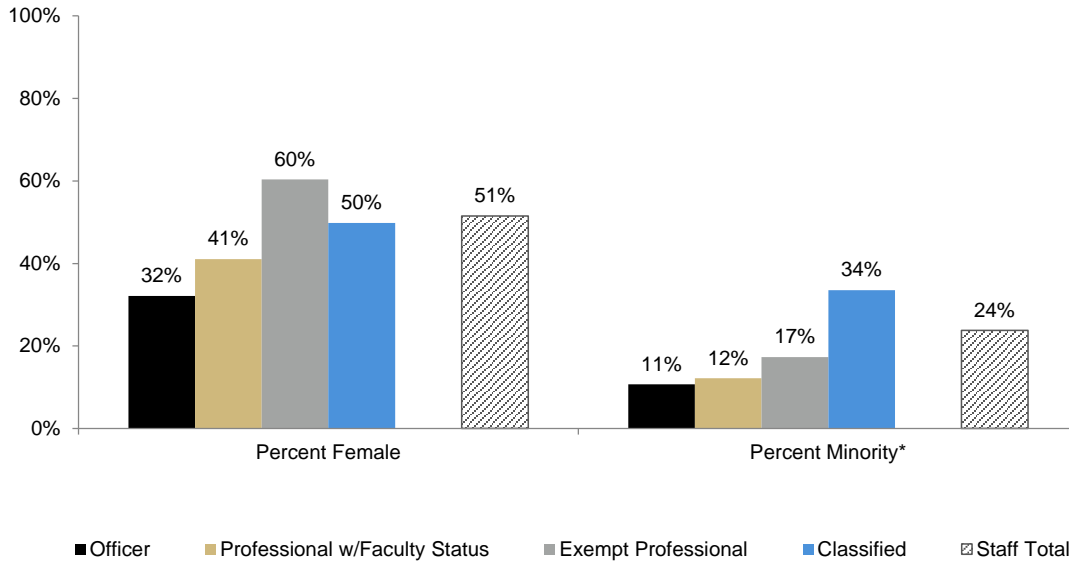


## Non-Tenure Track Faculty Instructors and Senior Instructors Combined



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

**University of Colorado Boulder  
Staff Diversity, Fall 2013**



\* Percent minority calculations exclude international staff



University of Colorado  
Colorado Springs

**University of Colorado Colorado Springs  
2013-14 Diversity Report**

## **UCCS Diversity Report Narrative**

Diversity and inclusiveness strategies were incorporated throughout the 2020 UCCS Diversity Plan building: in the values of excellence, in three of the strategic goals, and an array of strategic actions. With the growth and diversification of the UCCS student body, this continues to be a critical feature of our development. Our qualitative highlights focus on three areas: supporting inclusive student success; preparing UCCS students for a diverse world; and, assuring inclusive professional environments for faculty, staff, and students.

### **Supporting inclusive student success from enrollment to graduation**

As undergraduate student enrollment at UCCS continues to grow, the undergraduate population is also becoming more diverse. The proportion of minority undergraduates has gone up two percentage points each year for the past four years, increasing from 20% to 28% over this period of time. The diversity of resident freshman is even higher, at 36% for the incoming class in Fall 2013.

This is the result of tailored marketing and outreach to high schools throughout Colorado and a robust program to bring students from high schools and middle schools to our campus. During the current academic year, UCCS hosted campus visits from 62 high school and middle school groups (2,333 students) in collaboration with college readiness programs serving underrepresented students such as Upward Bound, Gear-Up, AVID and others. The President's Pre-collegiate program and other pre-college pipelines are another important way that UCCS helps prepare first-generation and minority students for success in college. These programs show students the steps required to be admitted to college and to effectively seek financial aid and scholarships. They also build academic skills and often offer college credits that simultaneously count toward high school graduation. Two thirds of the middle school students in the President's Pre-collegiate Leadership Program are minority students. Through the Partnership for Innovative Preparation for Educators and Students, the Center for STEM Education has provided educational workshops for more than 1,600 middle school and high school students, the majority of whom are students of color and 46% are first generation ([www.uccs.edu/pipes](http://www.uccs.edu/pipes)).

The SoColo Reach program and the Adelina Gomez Scholars programs specifically engage high school students who have not yet considered college to be a realistic option. Students

from the most diverse schools in Colorado Springs and Denver are recommended by teachers, counselors, and principals. They are introduced to the rigors of college school-work with the vigorous support of an innovative team of teachers, assistants, and peer mentors.

Inclusive student success hinges on effective support from enrollment through graduation. Our “success coaching” staff compliments the advising done by professional staff and by faculty by systematically engaging with students throughout their freshman year. Students who were “coached” last year were retained at a rate twenty to thirty percent higher than those who were not coached. Minority freshmen who were coached had higher grades and were more likely to come back as sophomores. Based on this success, all first-time freshmen were assigned to a success coach this year. Freshman retention improved substantially in Fall 2013, from 66% to 70%, minority retention also improved from 67% to 69%.

The graduate student population, at 18% minority, is not as diverse as the undergraduate population, but the number of minority students is growing faster than overall graduate enrollment. This year the graduate school introduced a scholarship program for students nationwide who have participated in any of the 158 McNair programs for underrepresented students that are funded by the U.S. Department of Education. The Beth-El College of Nursing and Health Sciences was awarded a three year Nursing Diversity Grant to recruit diverse students reflecting the demographics of southern Colorado, from high school through to graduate education.

### **Preparing CU students for a diverse world—curricula, competencies, experiences**

The UCCS Compass Curriculum provides a framework that defines what all UCCS undergraduate students are expected to learn in order to become “thoughtful, informed and engaged members of our diverse, global society.” In terms of inclusiveness, students develop competencies for cultural responsiveness across social difference in contexts ranging from local to global. These learning experiences are integrated within a broad array of approved courses drawn from across campus and approved by a university faculty committee. During the first phase of Compass Curriculum implementation, courses from all

six colleges and from seventeen academic departments were certified as meeting the inclusiveness criteria. They range from *Game Design for Diverse Audiences* in the College of Engineering to *The Global Perspective* in English to *Health Promotion* in the College of Nursing. Fall 2014 freshmen will be the inaugural class for the UCCS Compass Curriculum. In addition to the Compass Curriculum, diversity and inclusiveness are an increasingly important element of accreditation standards for higher education, including all of the professional programs.

Campus surveys have documented that students particularly appreciate the impact of faculty who include multicultural examples in their teaching. However, informal interactions with other students and getting involved on campus are also important in fostering inclusiveness. This is affected not only by increasing ethnic diversity, but also the growing numbers of international students and military veterans. Programs to broaden understanding of students from other backgrounds are particularly important, whether focusing on race, ability, military background, or physical abilities. For example 264 people attended 22 Safe Zone trainings during the current academic year. The Veteran's Affairs office has developed a V.E.T.S. (Veteran Educator Training and Support) to assist staff and faculty in supporting military veterans. UCCS is in the top 2% nationwide in terms of the number of students who are supported by military benefits. More than 200 UCCS personnel participated in V.E.T.S. workshops during the current academic year. Twenty-six different student organizations participated in the Spring Multicultural Fair which engaged more than two hundred participants.

Participation on campus beyond the classroom is, in turn, beneficial to academic performance and progress. More than twenty percent of minority freshmen joined a club or organization during their first semester in Fall 2013 and almost half attended a campus event. These engaged students had higher grades (2.7 GPA) and were more likely to be retained into the Spring semester (90.8%). Inclusiveness is also a value that is integral to leadership development on campus, in the context of student government, organizations (37 focus on diversity issues), and in programs such as the Chancellor's Leadership class. Thirty-one percent of the 2013 incoming cohort for the Chancellor's Leadership Class were students of color.



## **Assuring inclusive professional environments for faculty, staff, and students**

The faculty and staff at UCCS are not as diverse as the student body. Sixteen percent of the tenure-track faculty are minorities, a percentage point increase over last year. 23% of assistant professors are minorities as compared with 11-12% in the senior ranks. The proportion of minorities in staff positions is holding steady at about 20%. The figure is highest for professionals with faculty status (33%) and lowest for university officers at 14%.

The Human Resources office is being reorganized to provide more effective support to search committees for faculty and professional exempt positions. The Associate Vice Chancellor for Diversity and the Director of Human Resources met individually with all of the academic deans to develop processes and policies that better support diverse recruitment and retention. The diversity champion role on search is being fortified with better data from Human Resources about the availability of candidates in particular disciplines and jobs; training to safeguard against the intrusion of implicit biases into hiring processes; and targeted, direct outreach through HigherEdJobs.com.

Faculty and staff have benefited from campus trainings and events focusing on inclusiveness topics open to the broad campus community that were described above. Additional support is provided to foster inclusive environments within the classroom. A workshop on Navigating Religion in the Classroom explored how students of diverse religious beliefs can be engaged in the classroom, while sustaining standards of scholarly evidence and argumentation. An outgrowth of this workshop is the preparation of a series of workshops for the coming year to improve our ability to foster and manage contentious conversations in an academic environment. Projected topics include, among others: overcoming stereotypes about faculty members and students and engaging productively with divisive classroom materials. The UCCS Center for Religious Diversity and Public Life is an important resource that is generating conversations on campus and in the community that transcend religious and ideological differences.

UCCS has improved its capacity to respond to inclusiveness challenges by increasing staffing for the Office of Discrimination and Harassment and University Council. These offices report directly to the Chancellor. The UCCS Inclusiveness Survey was deferred this year in lieu of completion of the system-wide Social Climate Survey. Results from the latter will be reviewed by the Inclusive Campus Action Team and recommendations presented to the Chancellor's Leadership Team in Fall 2014.

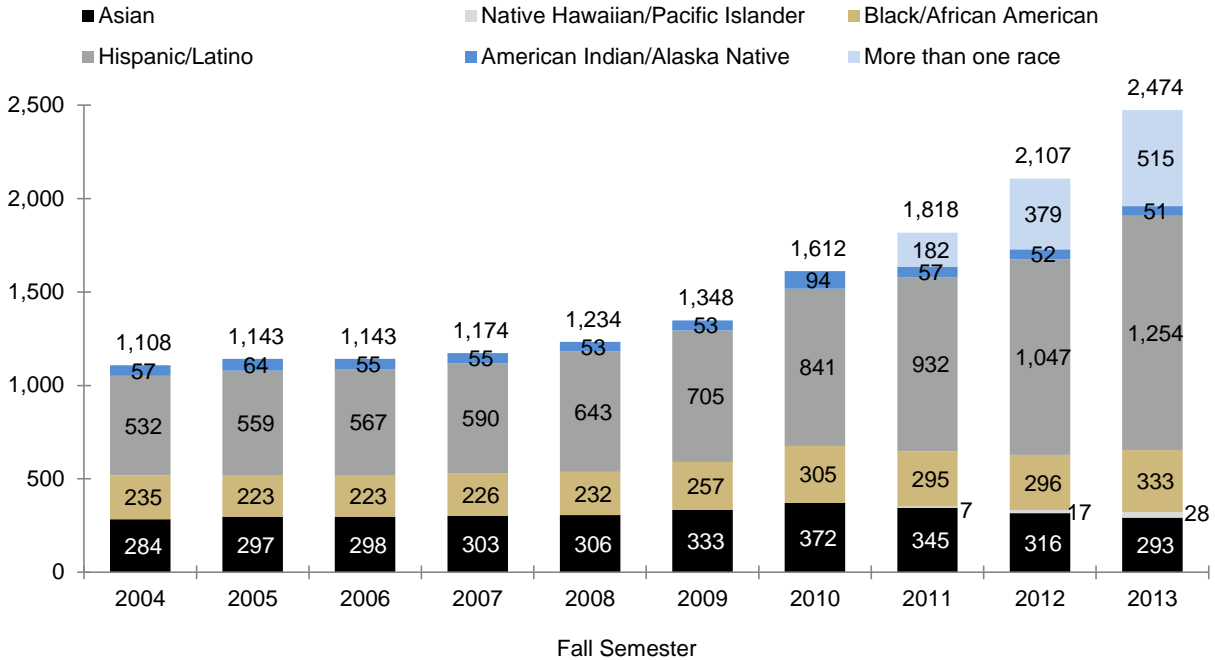
## Quantitative Highlights for UCCS Diversity Report—2014

- Robust growth in undergraduate headcount at UCCS in the past year (+8.6%) includes an even larger increase in the number of minority students (+17.4%).
- 28% of undergraduates are students of color, compared to 26% last year and 24% the year before that. The ethnic diversity of Colorado resident freshmen is even greater with 36% students of color.
- 5.8% of undergraduates are from multi-racial backgrounds, the most rapidly growing category since it was introduced in 2011.
- 23% of UCCS baccalaureate degrees were awarded to minority students.
- Graduate student enrollment on the whole increased by 7.5%, but minority student enrollment increased by 11%.
- 32% of UCCS undergraduates are eligible for Pell grants for low-income students. 46% of baccalaureate degrees awarded in 2012 were to Pell recipients.
- Freshman retention rates improved to 70% among all first time freshmen. The retention rate for minority students also improved from 67% to 69%.
- The 41% six-year graduation rate for minority first-time students who entered in 2006 was down slightly from last year, when it equaled to overall graduation rate of 46%.
- First generation students continue to form a substantial portion (40%) of the undergraduate student body even as the campus grows.
- The proportion of tenure track minority faculty/academic staff increased by one percentage point to 16%, including 23% of all assistant professors at UCCS.

**University of Colorado Colorado Springs  
Student Diversity**

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

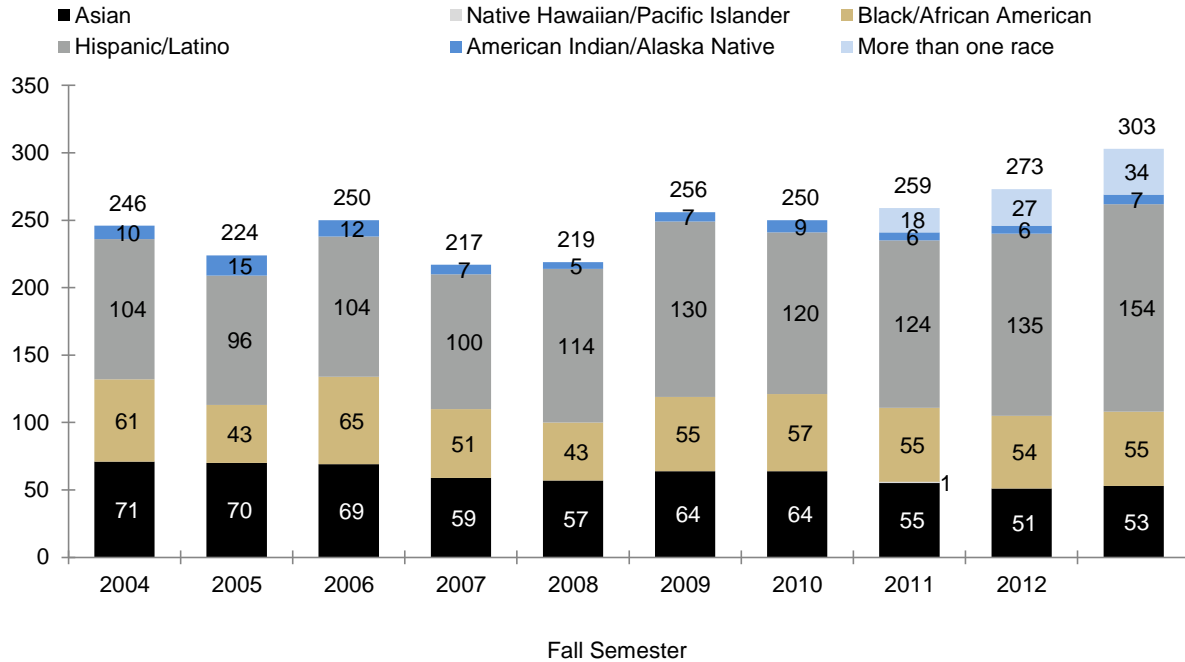
## University of Colorado Colorado Springs Undergraduate Fall Headcount Enrollment by Race/Ethnicity



Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	284	297	298	303	306	333	372	345	316	293
Native Hawaiian/Pacific Islander								7	17	28
Black/African American	235	223	223	226	232	257	305	295	296	333
Hispanic/Latino	532	559	567	590	643	705	841	932	1,047	1,254
American Indian/Alaska Native	57	64	55	55	53	53	94	57	52	51
More than one race								182	379	515
White/Unknown	4,872	4,955	4,938	5,032	5,235	5,392	5,522	5,836	6,018	6,327
International	25	21	22	28	29	30	37	42	46	70
<b>Total Enrollment</b>	<b>6,005</b>	<b>6,119</b>	<b>6,103</b>	<b>6,234</b>	<b>6,498</b>	<b>6,770</b>	<b>7,171</b>	<b>7,696</b>	<b>8,171</b>	<b>8,871</b>
Minority Total	1,108	1,143	1,143	1,174	1,234	1,348	1,612	1,818	2,107	2,474
Minority as % of Total	18%	19%	19%	19%	19%	20%	22%	24%	26%	28%

Fall 2011 and later 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."

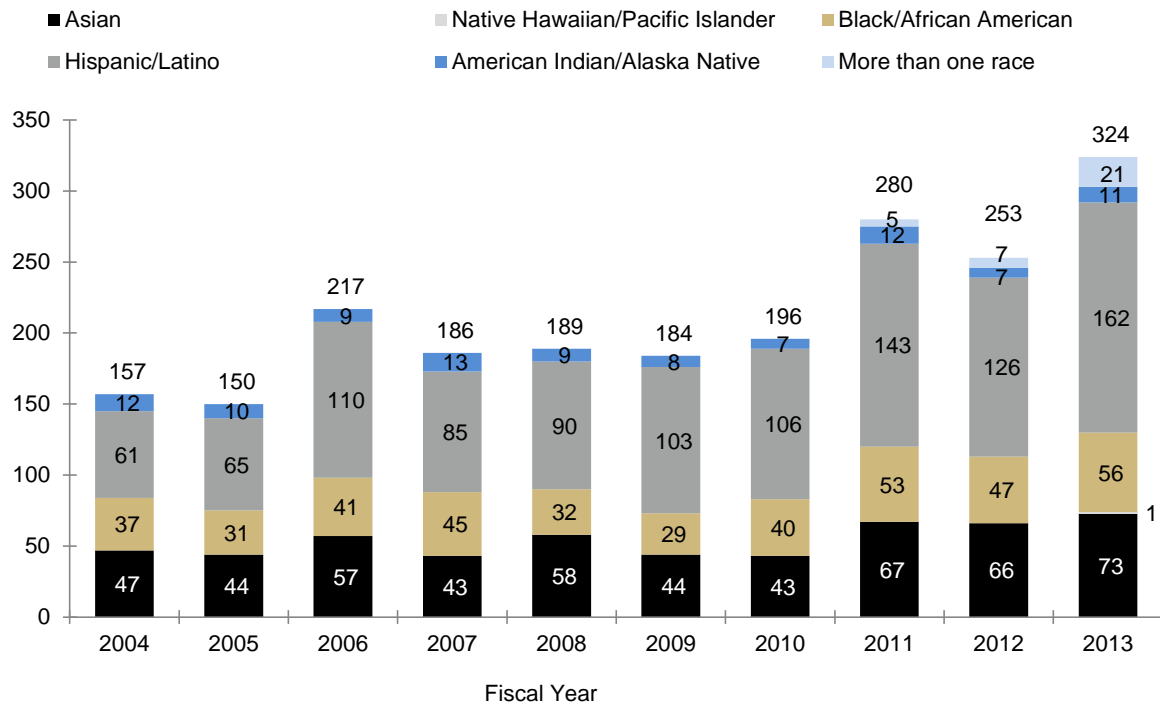
## University of Colorado Colorado Springs Graduate Fall Headcount Enrollment by Race/Ethnicity



Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	71	70	69	59	57	64	64	55	51	53
Native Hawaiian/Pacific Islander								1	-	-
Black/African American	61	43	65	51	43	55	57	55	54	55
Hispanic/Latino	104	96	104	100	114	130	120	124	135	154
American Indian/Alaska Native	10	15	12	7	5	7	9	6	6	7
More than one race								18	27	34
White/Unknown	1,337	1,196	1,166	1,218	1,249	1,415	1,419	1,301	1,244	1,280
International	41	28	28	24	23	23	52	65	89	144
<b>Total Enrollment</b>	<b>1,624</b>	<b>1,448</b>	<b>1,444</b>	<b>1,459</b>	<b>1,491</b>	<b>1,694</b>	<b>1,721</b>	<b>1,625</b>	<b>1,606</b>	<b>1,727</b>
Minority Total	246	224	250	217	219	256	250	259	273	303
Minority as % of Total	15%	15%	17%	15%	15%	15%	15%	16%	17%	18%

Fall 2011 and later 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."

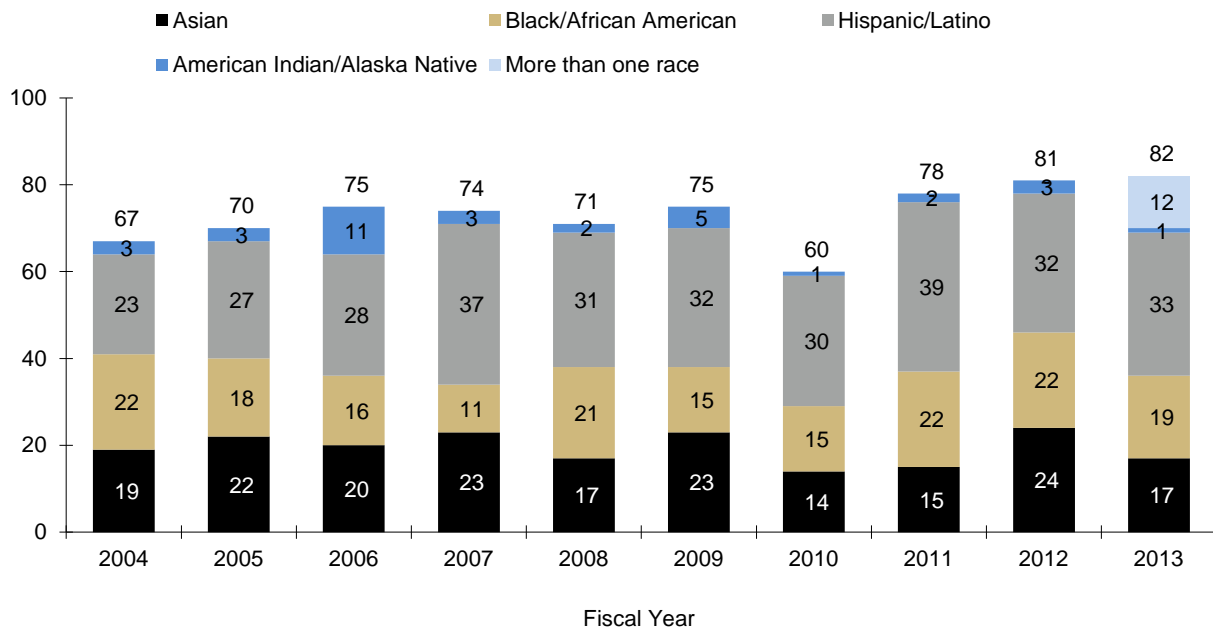
## University of Colorado Colorado Springs Baccalaureate Degrees Awarded by Race/Ethnicity



Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	47	44	57	43	58	44	43	67	66	73
Native Hawaiian/Pacific Islander								-	-	1
Black/African American	37	31	41	45	32	29	40	53	47	56
Hispanic/Latino	61	65	110	85	90	103	106	143	126	162
American Indian/Alaska Native	12	10	9	13	9	8	7	12	7	11
More than one race								5	7	21
White/Unknown	843	869	918	926	976	1,037	1,028	1,042	1,145	1,071
International	6	7	7	4	1	4	4	5	7	2
<b>Total Degrees Awarded</b>	<b>1,006</b>	<b>1,026</b>	<b>1,142</b>	<b>1,116</b>	<b>1,166</b>	<b>1,225</b>	<b>1,228</b>	<b>1,327</b>	<b>1,405</b>	<b>1,397</b>
Minority Total	157	150	217	186	189	184	196	280	253	324
Minority as % of Total	16%	15%	19%	17%	16%	15%	16%	21%	18%	23%

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

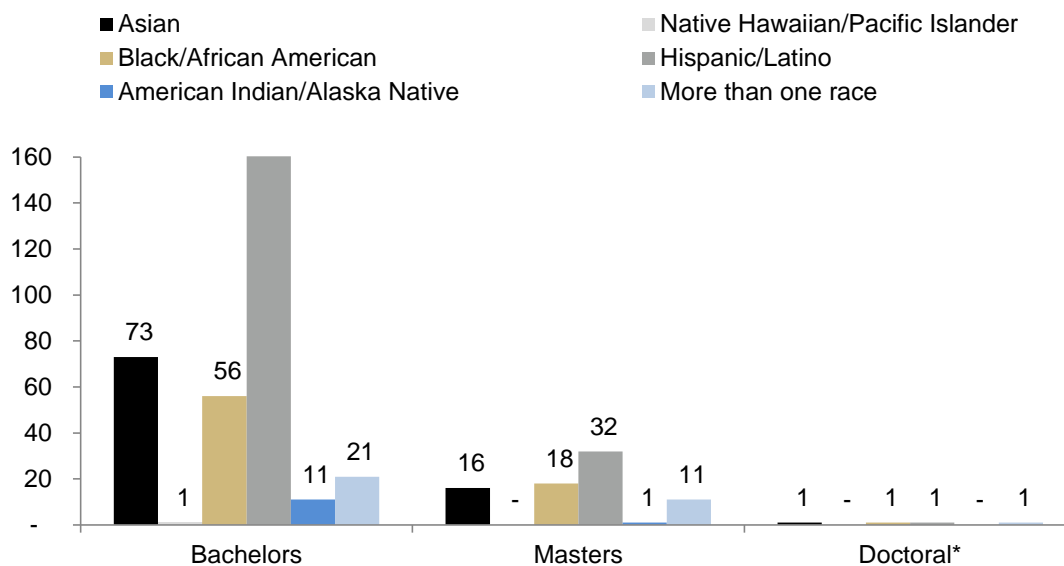
## University of Colorado Colorado Springs Graduate Degrees Awarded by Race/Ethnicity



Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	19	22	20	23	17	23	14	15	24	17
Native Hawaiian/Pacific Islander								-	-	-
Black/African American	22	18	16	11	21	15	15	22	22	19
Hispanic/Latino	23	27	28	37	31	32	30	39	32	33
American Indian/Alaska Native	3	3	11	3	2	5	1	2	3	1
More than one race								-	-	12
White/Unknown	475	460	413	416	423	459	451	465	424	417
International	24	24	13	10	9	7	2	6	11	18
<b>Total Degrees Awarded</b>	<b>566</b>	<b>554</b>	<b>501</b>	<b>500</b>	<b>503</b>	<b>541</b>	<b>513</b>	<b>549</b>	<b>516</b>	<b>517</b>
Minority Total	67	70	75	74	71	75	60	78	81	82
Minority as % of Total	12%	13%	15%	15%	14%	14%	12%	14%	16%	16%

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

**University of Colorado Colorado Springs  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2013**



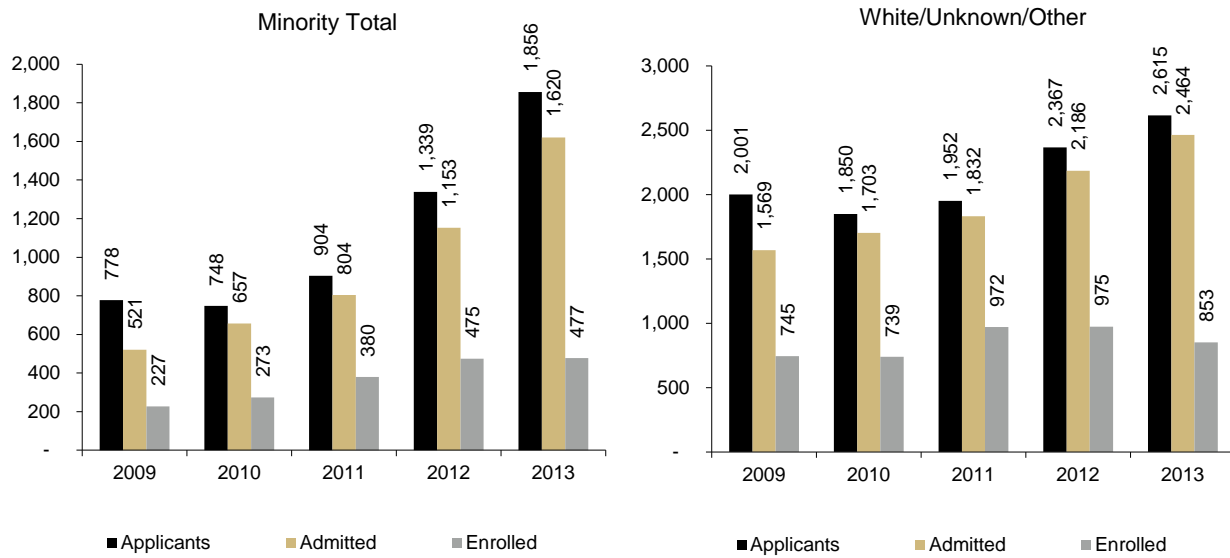
Race/Ethnicity	Bachelors	Masters	Doctoral*	Total
Asian	73	16	1	90
Native Hawaiian/Pacific Islander	1	-	-	1
Black/African American	56	18	1	75
Hispanic/Latino	162	32	1	195
American Indian/Alaska Native	11	1	-	12
More than one race	21	11	1	33
White/Unknown	1,071	397	20	1,488
International	2	16	2	20
<b>Total Degrees Awarded</b>	<b>1,397</b>	<b>491</b>	<b>26</b>	<b>1,914</b>
<b>Minority Total</b>	<b>324</b>	<b>78</b>	<b>4</b>	<b>406</b>

\*Doctoral includes PhD and DNP.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once unless degrees are at different levels - e.g. BA and MA).



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



Asian			
Fall Term	Applicants	Admitted	Enrolled
2009	168	122	61
2010	146	133	44
2011	113	102	60
2012	124	118	50
2013	157	149	40

Native Hawaiian/Pacific Islander			
Fall Term	Applicants	Admitted	Enrolled
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	4	4	2
2012	8	8	4
2013	12	9	4

Black/African American			
Fall Term	Applicants	Admitted	Enrolled
2009	172	92	31
2010	129	109	44
2011	123	98	51
2012	166	124	43
2013	243	200	66

Hispanic/Latino			
Fall Term	Applicants	Admitted	Enrolled
2009	409	288	126
2010	412	364	166
2011	487	434	179
2012	782	675	244
2013	1,117	967	262

American Indian/Alaska Native			
Fall Term	Applicants	Admitted	Enrolled
2009	29	19	9
2010	61	51	19
2011	15	12	7
2012	9	7	3
2013	7	5	1

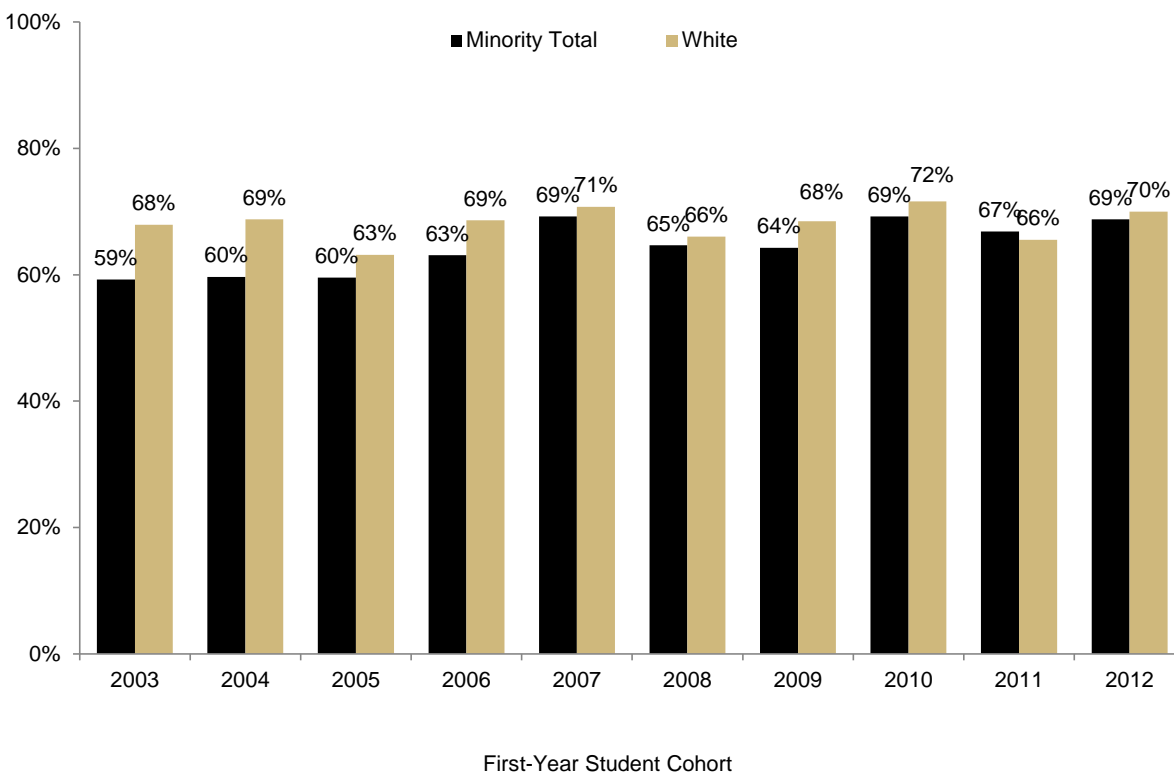
More than one race			
Fall Term	Applicants	Admitted	Enrolled
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	162	154	81
2012	250	221	131
2013	322	291	106

White/Unknown/Other			
Fall Term	Applicants	Admitted	Enrolled
2009	2,001	1,569	745
2010	1,850	1,703	739
2011	1,952	1,832	972
2012	2,367	2,186	975
2013	2,615	2,464	853

Total			
Fall Term	Applicants	Admitted	Enrolled
2009	2,779	2,090	972
2010	2,598	2,360	1,012
2011	2,856	2,636	1,352
2012	3,706	3,339	1,450
2013	4,473	4,085	1,332

Fall 2011 and later 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."

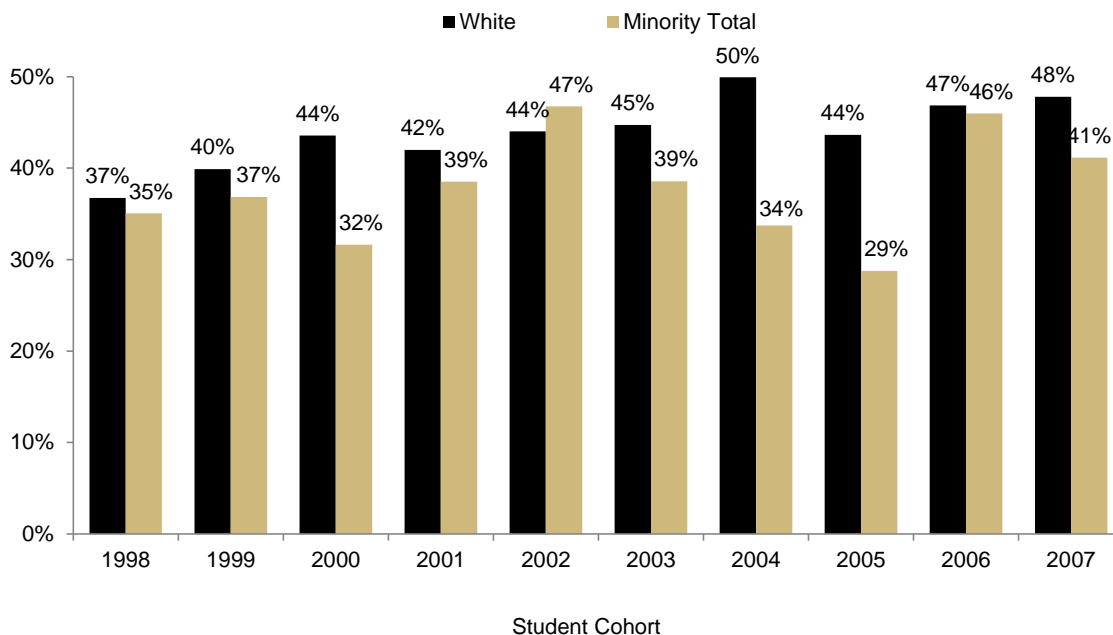
## University of Colorado Colorado Springs 1-Year Freshman Retention Rates by Race/Ethnicity



First-year Cohort	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	44	49	46	52	70	56	65	44	60	48
Native Hawaiian/Pacific Islander									2	4
Black/African American	25	37	34	36	39	39	36	39	51	43
Hispanic/Latino	81	85	98	100	119	126	138	184	179	244
American Indian/Alaska Native	7	10	10	7	6	11	10	9	7	3
White	714	750	790	752	725	871	783	821	925	947
Other/Unknown	43	31	45	43	50	52	61	19	38	19
International	4	2	3	6	4	3	4	7	9	7
<b>Total</b>	<b>918</b>	<b>964</b>	<b>1,026</b>	<b>996</b>	<b>1,013</b>	<b>1,158</b>	<b>1,097</b>	<b>1,156</b>	<b>1,352</b>	<b>1,447</b>
Minority Total	157	181	188	195	234	232	249	309	380	474

Percent Enrolled One Year Later	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	61%	55%	72%	58%	70%	71%	75%	82%	82%	60%
Native Hawaiian/Pacific Islander									50%	100%
Black/African American	56%	54%	65%	58%	69%	67%	56%	56%	57%	72%
Hispanic/Latino	60%	64%	54%	66%	69%	60%	62%	68%	66%	69%
American Indian/Alaska Native	43%	70%	40%	86%	67%	73%	60%	78%	57%	100%
White	68%	69%	63%	69%	71%	66%	68%	72%	66%	70%
Other/Unknown	63%	45%	69%	67%	68%	85%	62%	68%	58%	74%
International	100%	100%	100%	100%	75%	67%	100%	71%	56%	100%
<b>Total</b>	<b>66%</b>	<b>66%</b>	<b>63%</b>	<b>68%</b>	<b>70%</b>	<b>67%</b>	<b>67%</b>	<b>71%</b>	<b>66%</b>	<b>70%</b>
Minority Total	59%	60%	60%	63%	69%	65%	64%	69%	67%	69%

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

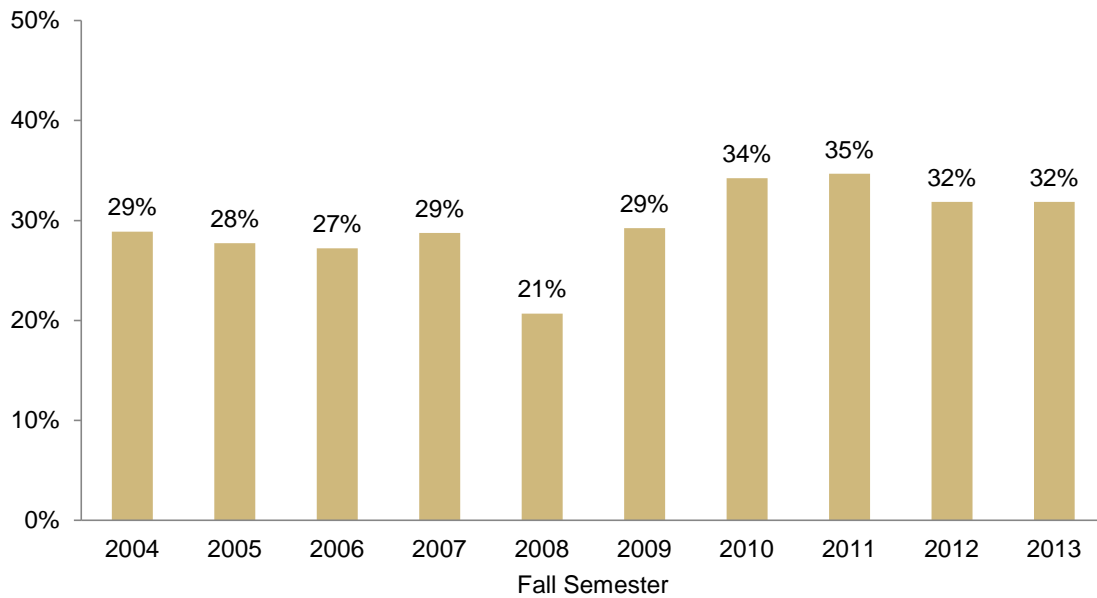


Undergraduate Cohort*	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Asian	33	41	41	50	43	39	44	42	46	62
Black/African American	19	29	27	17	26	24	34	28	29	32
Hispanic/Latino	58	77	60	61	65	71	76	89	93	111
American Indian/Alaska Native	7	5	8	7	5	6	9	8	6	4
White	509	544	560	567	670	673	703	745	698	676
Unknown	17	21	35	35	35	40	30	42	49	45
International	3	2	3	4	6	4	2	3	2	4
<b>Total</b>	<b>646</b>	<b>719</b>	<b>734</b>	<b>741</b>	<b>850</b>	<b>857</b>	<b>898</b>	<b>957</b>	<b>923</b>	<b>934</b>
Minority Total	117	152	136	135	139	140	163	167	174	209

Six-Year Graduation Rate	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Asian	39%	49%	32%	32%	53%	33%	39%	31%	43%	37%
Black/African American	32%	38%	22%	41%	46%	50%	15%	36%	34%	44%
Hispanic/Latino	33%	31%	38%	41%	43%	41%	42%	27%	52%	41%
American Indian/Alaska Native	43%	20%	13%	57%	40%	0%	11%	13%	33%	75%
White	37%	40%	44%	42%	44%	45%	50%	44%	47%	48%
Unknown	35%	29%	40%	34%	49%	25%	27%	60%	39%	42%
International	0%	50%	67%	50%	67%	75%	0%	67%	0%	25%
<b>Total</b>	<b>36%</b>	<b>39%</b>	<b>41%</b>	<b>41%</b>	<b>45%</b>	<b>43%</b>	<b>46%</b>	<b>42%</b>	<b>46%</b>	<b>46%</b>
Minority Total	35%	37%	32%	39%	47%	39%	34%	29%	46%	41%

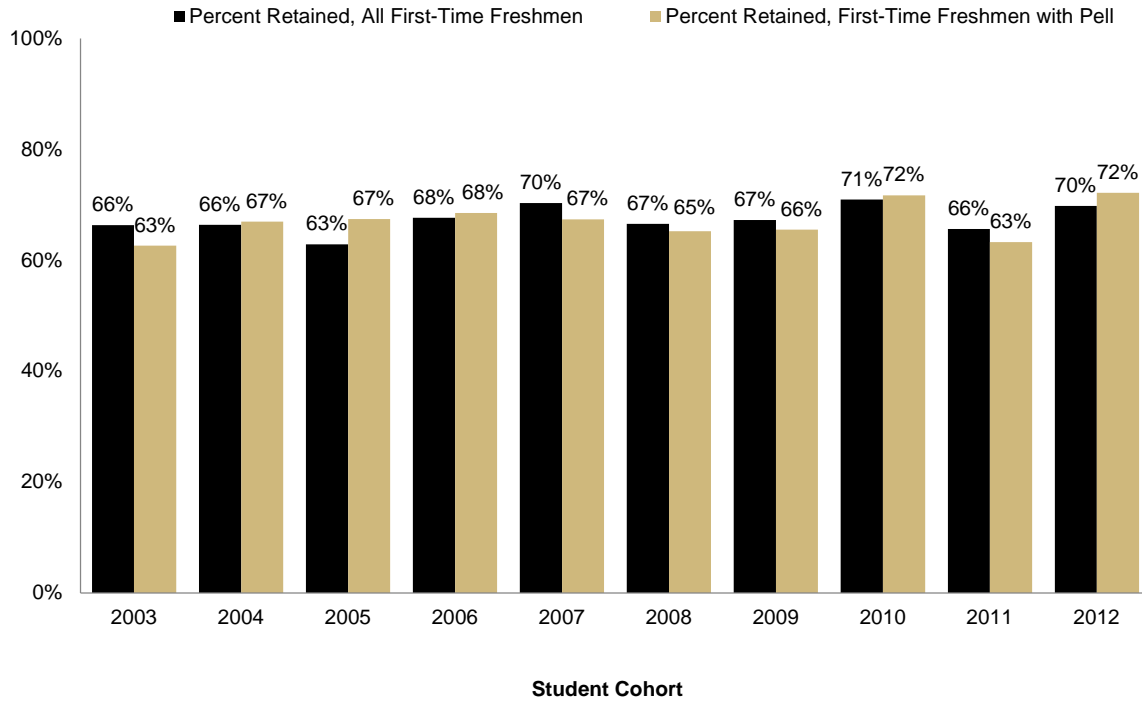
\* Cohorts include first-time first-year full-time students entering in the Fall semester.

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



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total UG Pell recipients enrolled	1,735	1,696	1,661	1,793	1,343	1,980	2,455	2,668	2,604	2,827
% of Total UG Enrollment	29%	28%	27%	29%	21%	29%	34%	35%	32%	32%

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

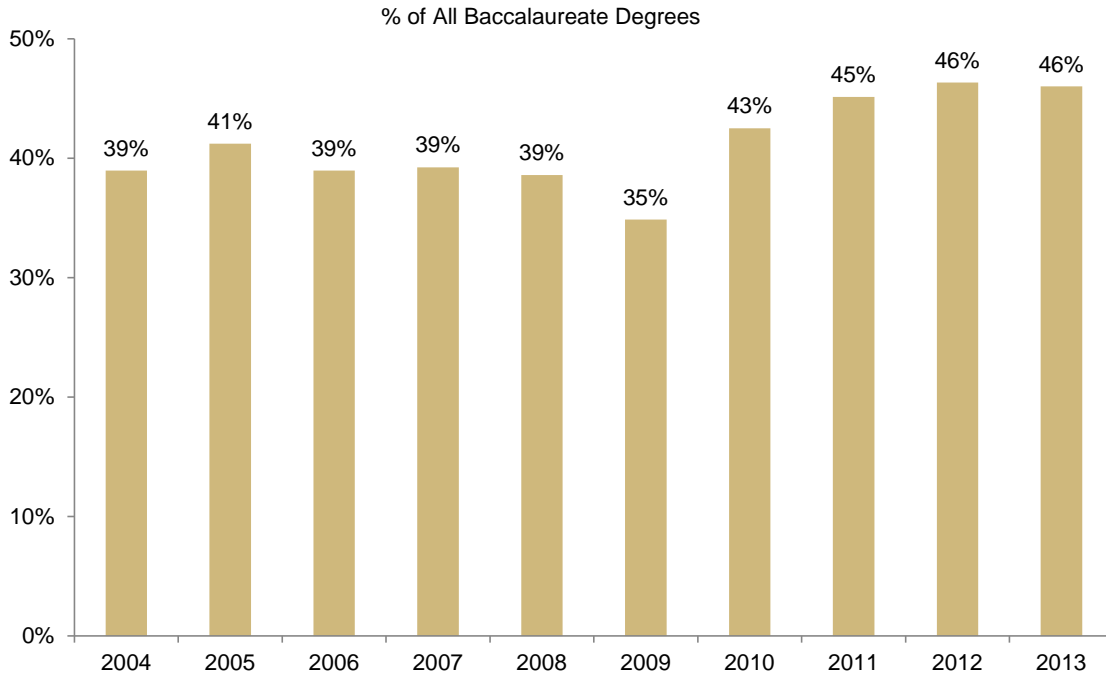


	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
First-Year Student Cohorts*	198	221	215	219	230	236	296	339	433	420
Number Retained**	124	148	145	150	155	154	194	243	274	303
Percent Retained, First-Time Freshmen with Pell	63%	67%	67%	68%	67%	65%	66%	72%	63%	72%
Percent Retained, All First-Time Freshmen	66%	66%	63%	68%	70%	67%	67%	71%	66%	70%

\* 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**

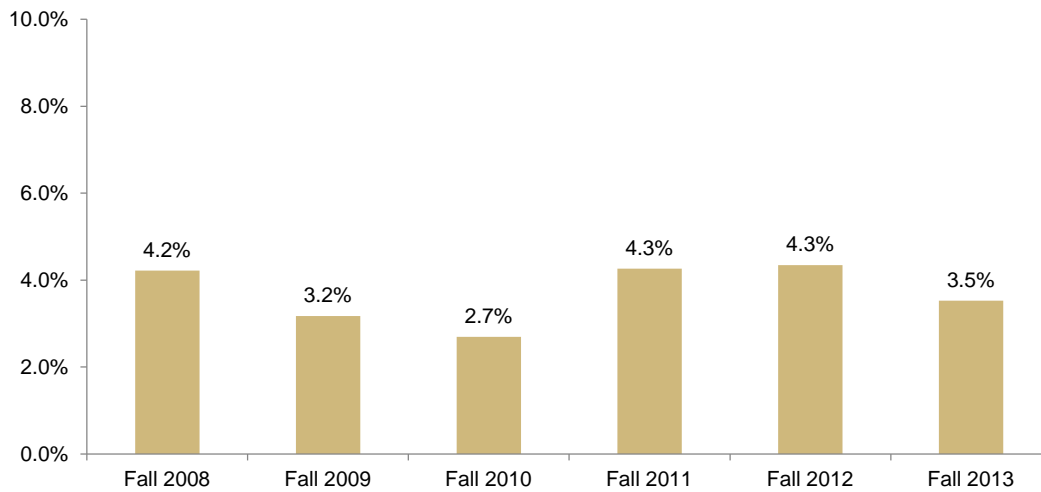


	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Baccalaureate Degrees Awarded to Pell Recipients*	392	423	445	438	450	427	522	599	651	610
% of Total Baccalaureate Degrees	39%	41%	39%	39%	39%	35%	43%	45%	46%	46%

\* counted if student was ever a Pell recipient

## University of Colorado Colorado Springs Enrollment of Students with Disabilities

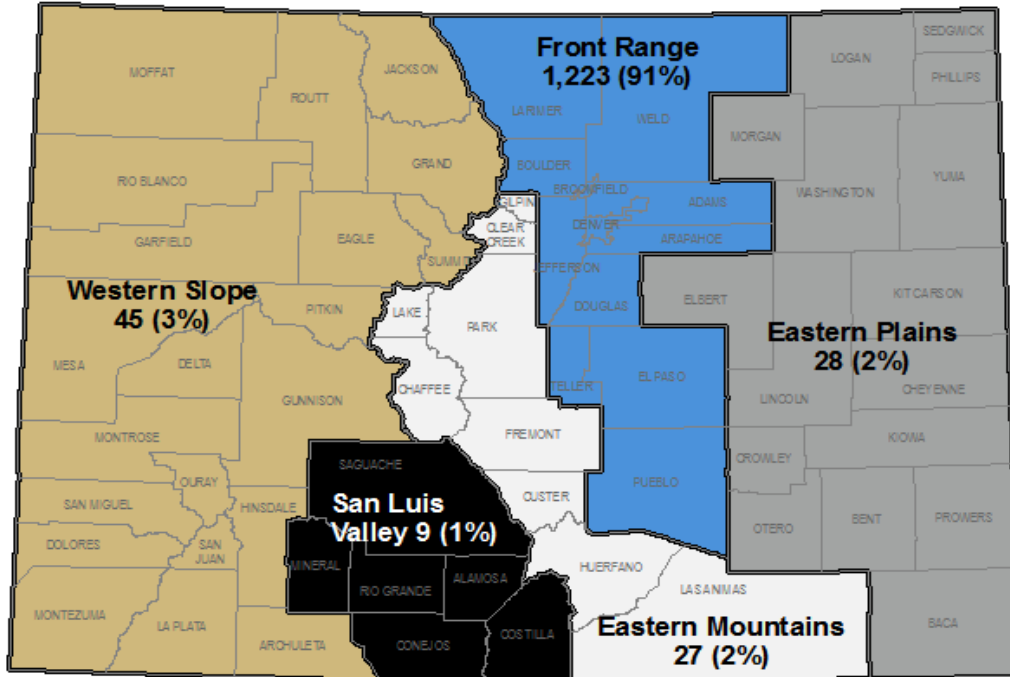
Undergraduate Students formally registered with the Office of Disability Services  
as a Percent of All Undergraduates



	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of undergraduates registered with Office of Disability Services	274	215	193	328	355	313
Percent of all undergraduates	4.2%	3.2%	2.7%	4.3%	4.3%	3.5%

**University of Colorado Colorado Springs  
New Resident Freshmen, Fall 2013  
Home Region**

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



Unknown: 15 (1%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2013	
		Enrolled <sup>2</sup>	Percent
Eastern Mountains	2%	27	2%
Eastern Plains	3%	28	2%
Front Range	83%	1,223	91%
San Luis Valley	1%	9	1%
Western Slope	9%	45	3%
Unknown	2%	15	1%
<b>Total</b>	<b>100%</b>	<b>1,347</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2013. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

<sup>2</sup> 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)

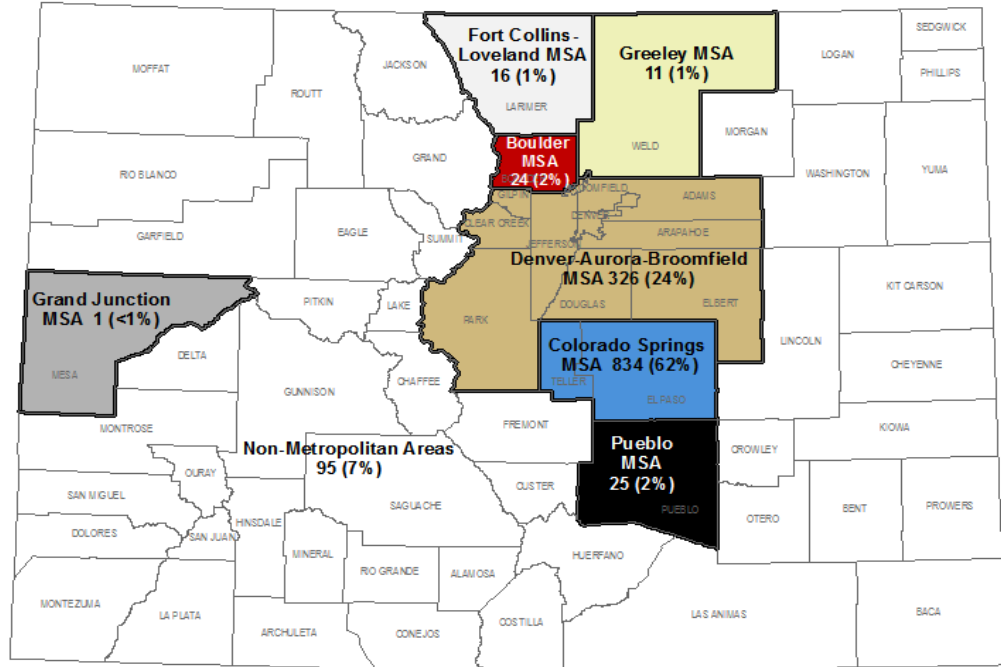
State regions defined at: Colorado Division of Local Government, State Demography Office. [www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013](http://www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013)

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 2013  
Home Region: Metropolitan and Non-Metropolitan Areas**

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



MSA=Metropolitan Statistical Area

Unknown: 15 (1%)

Metro Area	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2013	
		Enrolled <sup>2</sup>	Percent
Boulder MSA	7%	24	2%
Colorado Springs MSA	16%	834	62%
Denver-Aurora-Broomfield MSA	49%	326	24%
Fort Collins-Loveland MSA	5%	16	1%
Grand Junction MSA	3%	1	0.1%
Greeley MSA	4%	11	1%
Pueblo MSA	3%	25	2%
Non-Metro	12%	95	7%
Unknown	2%	15	1%
<b>Total</b>	<b>100%</b>	<b>1,347</b>	<b>100%</b>

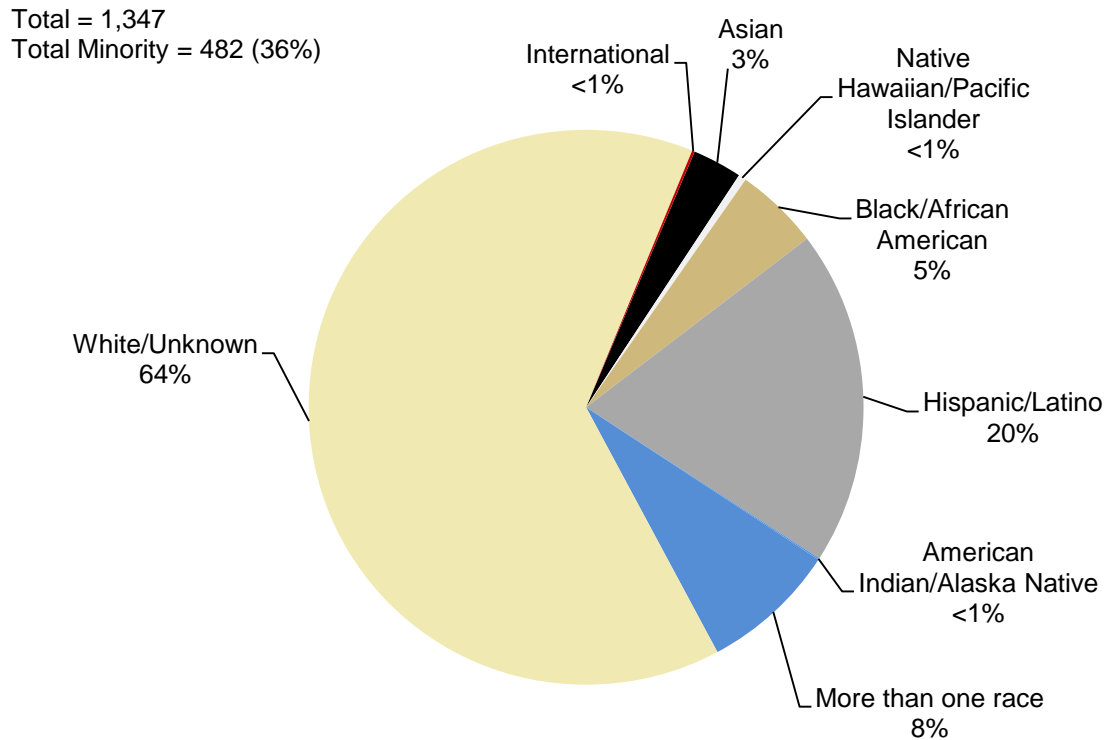
<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2013. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupildcurrent.htm>

<sup>2</sup> 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 2013**  
 (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 2013 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  
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 2013**

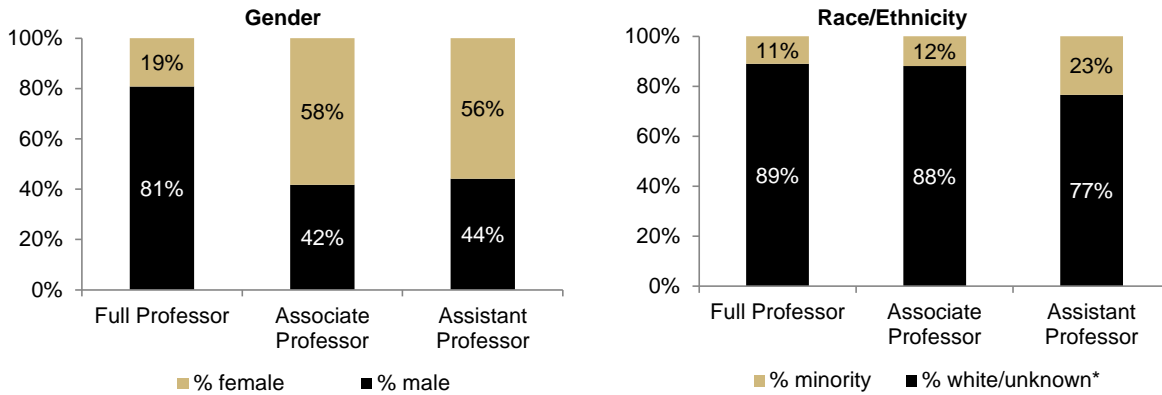
	Total	Female		Male		Minority		Ethnicity/Citizenship							
		#	%	#	%	#	%	Black/ African American	American Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	More than one Race	White	Unknown
<b>Faculty</b>	<b>430</b>	<b>226</b>	<b>53%</b>	<b>204</b>	<b>47%</b>	<b>58</b>	<b>13%</b>	<b>7</b>	<b>3</b>	<b>24</b>	<b>-</b>	<b>23</b>	<b>1</b>	<b>352</b>	<b>20</b>
Instructional Faculty	398	210	53%	188	47%	54	14%	7	3	22	-	21	1	327	17
Tenured/Tenure Track	217	96	44%	121	56%	34	16%	4	1	19	-	10	-	175	8
Full Professor	73	14	19%	59	81%	8	11%	1	-	5	-	2	-	64	1
Associate Professor	67	39	58%	28	42%	8	12%	2	1	2	-	3	-	57	2
Assistant Professor	77	43	56%	34	44%	18	23%	1	-	12	-	5	-	54	5
Non-Tenure Track	181	114	63%	67	37%	20	11%	3	2	3	-	11	1	152	9
Instructor/Sr. Instructor	168	106	63%	62	37%	19	11%	3	2	2	-	11	1	141	8
Other	13	8	62%	5	38%	1	8%	-	-	1	-	-	-	11	1
Research/Public Service Faculty	32	16	50%	16	50%	4	13%	-	-	2	-	2	-	25	3
<b>Staff</b>	<b>568</b>	<b>318</b>	<b>56%</b>	<b>250</b>	<b>44%</b>	<b>115</b>	<b>20%</b>	<b>28</b>	<b>3</b>	<b>16</b>	<b>1</b>	<b>64</b>	<b>3</b>	<b>435</b>	<b>18</b>
Officers	14	8	57%	6	43%	2	14%	-	-	2	-	-	-	12	-
With Faculty Status	4	3	75%	1	25%	-	0%	-	-	-	-	-	-	4	-
Without Faculty Status	10	5	50%	5	50%	2	20%	-	-	2	-	-	-	8	-
Management/Other Professionals/Support Staff	554	310	56%	244	44%	113	20%	28	3	14	1	64	3	423	18
With Faculty Status	12	8	67%	4	33%	4	33%	1	1	-	-	2	-	7	1
Exempt Professionals	338	217	64%	121	36%	57	17%	11	-	9	1	33	3	267	14
Classified Staff	204	85	42%	119	58%	52	25%	16	2	5	-	29	-	149	3
<b>Faculty/Staff Total</b>	<b>998</b>	<b>544</b>	<b>55%</b>	<b>454</b>	<b>45%</b>	<b>173</b>	<b>17%</b>	<b>35</b>	<b>6</b>	<b>40</b>	<b>1</b>	<b>87</b>	<b>4</b>	<b>787</b>	<b>38</b>

Notes: Includes all employees reported for IPEDS HR for Fall 2013. Excludes student and other temporary employees.

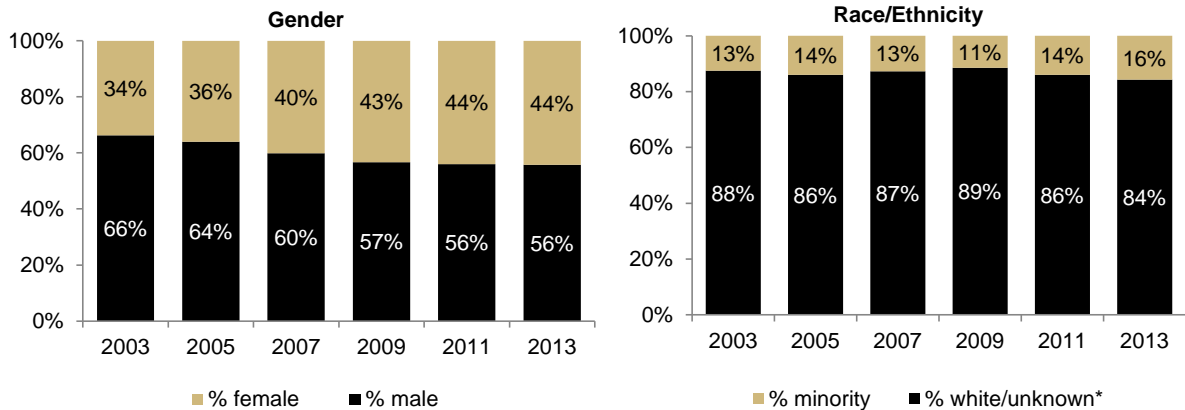
Minority total includes more than one race and excludes white, unknown, international. Percent minority is total minority divided by all, excluding international.

# University of Colorado Colorado Springs

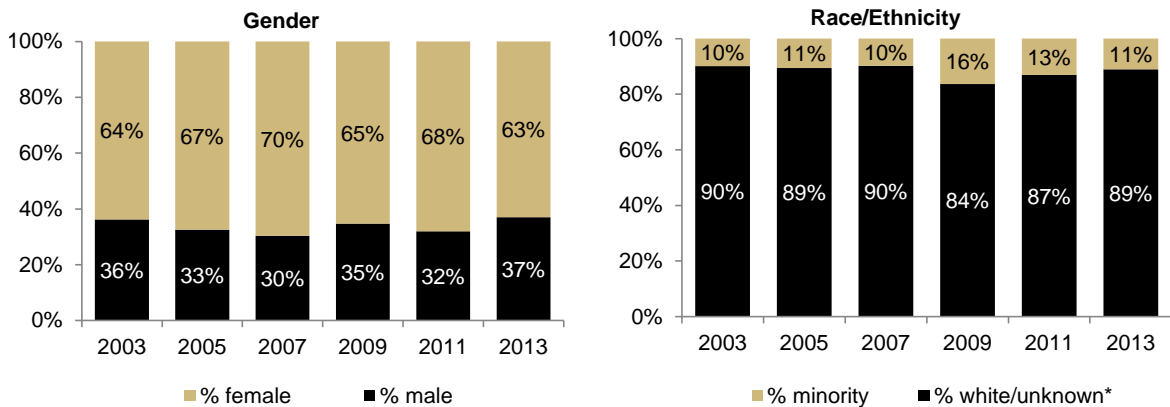
## Instructional Faculty, Fall 2013 Tenured/Tenure Track



## Instructional Faculty, Fall 2003 - Fall 2013 Tenured/Tenure Track Faculty All Ranks Combined

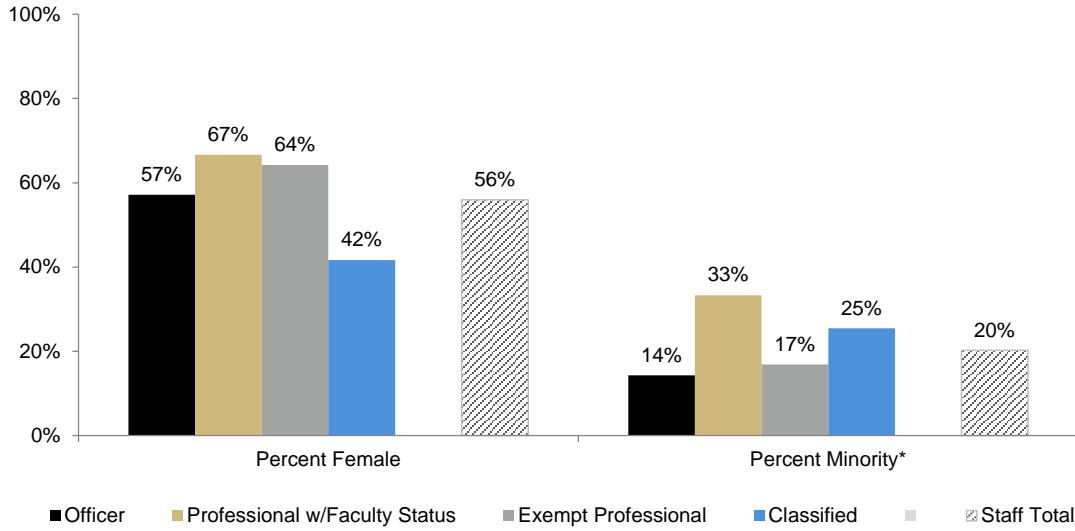


## Non-Tenure Track Faculty



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

**University of Colorado Colorado Springs  
Staff Diversity, Fall 2013**



\* Percent minority calculations exclude international staff



University of Colorado  
Denver | Anschutz Medical Campus

**University of Colorado Denver | Anschutz Medical Campus  
2013-14 Diversity Report**

## A Strategic Approach to Diversity and Inclusion

Diversity and inclusion persists as a high priority at the University of Colorado Denver | Anschutz Medical Campus. This commitment is evident in the university's Strategic Plan 2008-2020, priority #5: **to enhance diversity university-wide and to foster a culture of inclusion**. Within this priority, diversity encompasses numerous aspects of identity, including gender, race, ethnicity, sexual orientation, ability status, veteran status, nationality, religion, and socioeconomic background. Goals and objectives of this priority address multiple elements of campus life, including recruiting and retaining diverse students, faculty, and staff; maintaining an institutional climate of inclusiveness, respect and understanding for everyone; and expanding community-based programs to reduce health and educational disparities. Helping the campus to achieve this priority is the primary responsibility of the Office of Diversity and Inclusion (ODI), where Dr. Brenda J. Allen (Professor of Communication and former Associate Dean in the College of Liberal Arts and Sciences) was hired as the Associate Vice Chancellor for Diversity and Inclusion in August 2012. The Office of Diversity and Inclusion is taking a strategic, systemic, and sustainable approach to achieving the diversity priority by collaborating with and supporting a wide range of offices, initiatives, and programs focusing on diversity and inclusion. This report provides an overview of some of those efforts.

The Office of Diversity and Inclusion oversees the Educational Opportunity Programs (EOP) Office on the Denver campus and the Office of Inclusion and Outreach (OIO) on the Anschutz Medical campus.

- **The Educational Opportunity Programs (EOP) Office** is a vital source for helping underrepresented students to persist, thrive, and graduate. EOP was established in 1969 for Black and Hispanic students, and later added programs for Asian American and American Indian students. EOP provides services: a) to support underrepresented students and b) to promote a diverse and inclusive campus for **all** students, faculty, and staff. For example, EOP offers orientation, holistic advising, scholarship information, cultural programs, leadership development, and advocacy.
- **The Office of Inclusion and Outreach (OIO)** serves students, faculty and staff at the Anschutz Medical Campus. Its mission is to promote and support a diverse community that acknowledges, values, fosters, and benefits from the unique qualities, rich histories, and wide variety of cultural values and beliefs that mirror and fulfill the university's mission of education, health care, research, and community service. OIO provides courses, workshops and events related to health care professions. Its programs span middle school, high school, undergraduate, and graduate levels.



## 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, reaching 35% for Fall 2013.
- The numbers and proportions of graduate students of color have consistently increased over the last several years, peaking at 913 and 16% in Fall 2013.
- In the fall semesters of 2007 through 2009, the percentage of health professional students of color at the Anschutz Medical Campus remained steady at 21%. Recent years have seen greater numbers and percentages of students of color, with 483 (27%) enrolled Fall 2013.
- The percent of baccalaureate degrees awarded to students of color at the combined Denver Campus and Anschutz Medical Campus reached a high of 28% in 2013. Concurrently, the number of degrees awarded to that group has generally increased every year since 2006 to reach 582 in fiscal year 2013.
- The proportion of doctoral professional practice degrees conferred to students of color at the Anschutz Medical Campus has remained fairly consistent since 2005. However, the numbers of degrees conferred to students of color reached a high of 122 in fiscal year 2013.
- More than 1/4 of the baccalaureate degrees were earned by students of color. However, just 12% of the master's degrees were awarded to students of color. Of the 669 degrees awarded at the doctoral level, more than 20% were conferred to students of color.
- We continue to see higher persistence rates for students of color (except for American Indian/Alaska Native) than for white students (with the exception of the 2005 cohort).
- The proportion of Pell grant recipients on the Denver Campus reached a high of 36% in Fall 2013. This is encouraging, as students receiving Pell grants tend to persist at higher rates than those who do not.
- The percentage of Denver Campus students receiving baccalaureate degrees who were Pell grant recipients reached a high of 51% in fiscal year 2013.
- Over the last five fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased from 2.6% in Fall 2009 to 5.6% in Fall 2013. The latter represents 568 students from the combined Denver Campus and Anschutz Medical Campus.

## Campus Qualitative Highlights

### Student Success

Efforts to increase the retention rate and promote student success include providing services and addressing diversity across various social identity categories and their intersections. New and established programs and strategies have been implemented to improve the success of all students during the first year and throughout their academic careers. Such programs include:

- *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.
- *Women's Resource Center*: The Women's Resource Center 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, especially underrepresented women, in the university community to thrive.
- *Office of Veteran Student Services*: represents Active Duty, Reservist, National Guard, Veteran and VA dependent students, and 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. The University of Colorado Denver | Anschutz Medical Campus was 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 university launched the "Boots to Suits" program that provides mentorships, internships and job opportunities to help veterans transition to a civilian career.
- *The Office of Disability Resources and Services (DRS)* continues to expand the number of students served. Over the last five fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased.
- *Office of International Affairs*: is partnering with TRiO, EOP, and other offices to recruit students for study abroad and to assist them with acquiring scholarships. Thanks to their efforts, underrepresented students have received scholarships to travel to India, Morocco, Spain, China, Korea, and Tunisia.
- *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 advisers who guide the students to appropriate resources. This year, EOP directors are providing names of students whom they serve (e.g., the Summer Bridge cohort); Early Alert will also contact them to reach out to any of those students who are on the Early Alert list.
- *Experiential Learning Center (ELC)*: serves students, faculty, employers, and community partners as a resource for learning opportunities that often encompass agencies that serve underrepresented populations or address social issues.
- *Campus Village Apartments*: Additional programming designed to help students transition to college life and to support academic success was implemented in 2009.
- *Supplemental Instruction (SI)*: The Learning Resource Center has developed partnerships with the Departments of Chemistry, Biology and Physics to offer SI for classes in these disciplines.
- *First-year Seminars*: The Denver First-Year Seminar courses are designed to support high school graduates transitioning to the university.
- *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.
- *Student Organizations*: Organizations focused on diversity issues make up almost over 30% of the total number of student organizations on campus. There are over 50 groups focused on some aspect of diversity.

## **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. These programs include:

- *The CU Succeed Silver and Gold Programs* collaborate with more than 90 high schools in Colorado to offer students an opportunity to get a head start on their college careers by taking CU Denver courses for both high school and college credit, during the school day, at their 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 (OIO)* is a program in which students from four middle schools from Denver Public School (Cole, Lake, Rishel, and Skinner) explore health science careers. The students have a 3.5 GPA or higher; 90% are minority, first-generation.
- *Health Professions Opportunity Day (hPod) (OIO):* 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 Inclusion and Outreach and the University of Colorado Denver's Center for Pre-Collegiate and Academic Outreach programs to provide pre-health profession seminars for over 250 diverse middle school and high school students from the Denver metro area.
- *The Denver Student Training in Research Science (STaRS) Program* supports partnerships between the University of Colorado, Colorado Clinical and Translational Sciences Institute and the Office of Inclusion and Outreach at the Anschutz Medical Campus. The program provides an opportunity for high school students in the junior or senior year from traditionally underrepresented backgrounds to explore careers and educational options in the areas of research, biomedicine, and clinical and translational sciences. Students from Denver East High School, DSST, and the Career Education Center Middle College of Denver participate in a series of lectures, trainings, mentoring opportunities and research experiences designed to broaden and encourage applications to undergraduate, medical and graduate school programs in the University of Colorado system.

## *Programs for Undergraduate Students*

- *BA/BS-MD Program.* To maintain a pipeline of diverse students in the health profession programs at the Anschutz Medical campus, the University of Colorado Denver's College of Liberal Arts and Sciences and the School of Medicine formed a BA/BS-MD program in 2010. This combined degree program offers students from a variety of academic, economic, geographical, and cultural backgrounds a continuous path to obtain a baccalaureate degree and a medical degree within eight years: four years of undergraduate work and four years of medical school. The program has attracted highly qualified students from broadly diverse backgrounds who are committed to serving the health care needs of Colorado. The School of Dental Medicine is developing a BA/BS-DDS program.
- *The Summer Bridge Program (EOP)* 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 and 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.
- *The Undergraduate Pre-Health Program (UPP)* is a partnership between the Office of Inclusion and Outreach and Kaiser Permanente of Colorado. UPP provides a 13-month program which includes summer internships for undergraduate students interested in pursuing a career in health care. The program targets highly qualified students from historically underrepresented backgrounds. Since the program's inception 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)*. This program introduces undergraduate students from diverse and traditionally underrepresented groups to biomedical research career opportunities offered at the graduate level. Students enroll in a ten-week summer research internship course consisting of lectures, demonstrations, and laboratory research assignments and conducted by distinguished science faculty.
- *The Undergraduate Laboratory Research Experience* program was established by the Colorado Clinical and Translational Sciences Institute in 2011 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 Summer Undergraduate Minority Mentoring in Translational Science (SUMMiT)* program was established by the CCTSI in 2009, to bring together African American, Hispanic, and Native American undergraduate students in a collaborative series designed to enhance their summer research experience. A partnership with Dine College (the first tribal college in the United States) helps support the summer research program.
- *Community College Transfer Programs*. Many of the community colleges in the Denver metropolitan region serve a high proportion of students of color, and the Denver Campus has always been regarded as “transfer friendly” for students from these community colleges. Recent initiatives at both the Denver and the Anschutz Campus have enhanced this reputation for excellence. They include:
  - Partnerships between the College of Nursing and the Community College of Denver and the Community College of Aurora, to develop curricula that enable students from these community colleges to enter the final two years of the baccalaureate nursing program.
  - In Fall 2012, the Denver campus became involved with a statewide initiative known as: Credit When It’s Due: Recognizing the Value of the Quality Associate Degree. This “reverse transfer” initiative targets students who begin their college education at a community college but transfer to a four-year institution for a bachelor’s degree before completing an associate degree. This partnership between community colleges and universities allows for the award of associate degrees to transfer students when the students complete the requirements for the associate degree while enrolled at the University.
  - In Fall 2011 the Denver campus implemented the Denver Admission Promise Program, which guarantees admission for qualified students from community colleges in the front-range area into the baccalaureate programs at the Denver Campus. The CC to CU Denver Admission Promise is the first matriculation program of its kind in metro Denver.

## **Faculty and Staff Support and Development**

A variety of resources exist to recruit, retain, and advocate for underrepresented faculty. These include:

- The Faculty Assembly on the Denver Campus has a Diversity Committee with four Subcommittees: Disabilities Committee; Gay Lesbian, Bisexual, Transgender, and Intersex Committee; Minority Affairs Committee; Women’s Issues Committee.
- In 2013, the AVC for Diversity and Inclusion established a fund for which all faculty and staff are eligible to propose projects that aim to retain faculty of color (funded by the Chancellor, Provost, and Chief Diversity Officer).
- The Denver campus has a Black Staff and Faculty Affinity Group which serves as a support group and provides cultural programming for the campus.

- President's Diversity Awards support traditional and innovative projects that enhance ethnic, cultural, and gender diversity among the University of Colorado's students.
- CU System Diversity and Excellence Grants (up to \$3,000) are designed to provide assistance for projects initiated by staff and/or faculty that promote diversity, inclusion and excellence on the campuses.
- The Faculty and Staff Multicultural Affairs Committee (FaSMAC) at the Anschutz Medical Campus addresses the concerns of multicultural faculty and staff. This committee assesses the cultural climate of the university as it pertains to opportunities for multicultural faculty and staff for academic advancement and productivity and offers 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.
- *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.

### **Teaching and Scholarship**

At the Denver Campus, cultural competency is included as part of the curriculum of several graduate programs such as those offered by the School of Education and Human Development. The Office of Diversity and Inclusion offered scholarships for faculty and staff to attend UCCS' annual Knapsack Institute, a three-day event focused on inclusive pedagogy.

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 health care disparities. Curricular efforts target physician-patient interaction and the role of culture in these interactions.

The Office of Diversity and Inclusion is compiling a resource list of faculty at both campuses whose scholarship, teaching, research, and/or creative work focuses on any aspect of diversity detailed in the university's strategic plan.

### **Campus Climate**

Throughout the year, numerous events focus on issues pertaining to diversity and inclusion in society and on the campuses of the university. For example:

- *Common Community R.E.A.D. (Research, Education, Activism and Diversity) Activity*: provides members of the campus a common reading experience as well as opportunities for community building and networking.
- *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 the CO-LEADS Student Summit as an annual state-wide event dedicated to social justice.

- *18<sup>th</sup> Annual Women's Leadership Conference*: featured 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.
- *Lunch with Lawmakers*: One of the featured guests was the newly-elected State Representative from Aurora's House District 41, Jovan Melton (D).

### **Health Disparities**

The university has an established record of serving traditionally underserved, rural or ethnic minority, and at-risk communities in Colorado and around the world, including:

- More than 3,500 clinical visits are provided annually through the College of Nursing's school-based clinic for children and families in the Sheridan School District 12, one of the poorest and most medically underserved in Colorado. The clinic provides pediatric, adult, midwifery, and mental health care.
- Several programs in the School of Dental Medicine provide clinical care to uninsured or underserved communities.
- Several centers within the School of Public Health have established tele-health and tele-education programs that have significantly enhanced the delivery of health care to Native Americans living in rural communities.
- Almost every county in rural Colorado is designated as a medically underserved area. The School of Medicine created the rural health track to increase the number of physicians who enter and remain in practice in rural Colorado.
- The School of Dental Medicine has a track for students, who upon obtaining licensure, are interested in practicing in rural areas in Colorado.
- The student and community counseling center in the Office of Student Affairs provides free and low-cost professional therapy to community members with a special focus on children and families in Denver Public Schools who have free access to 10 counseling sessions per year. Therapy takes place year-round, and is staffed by psychologists, professional psychotherapists, and graduate-level practicum students who are enrolled in the School of Education and Human Development.

### **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. Examples include:

- *The Center for American Indian and Alaska Native Health* cultivates close ties with members of tribes in the United States. University representatives have visited many tribal reservations and hosted visits of tribal members to the university.
- *The Latino/a Research and Policy Center* conducts research, policy analysis, and disseminates information about Latinos in Colorado and the national Latino population. Faculty in several schools and colleges conduct research that focuses on the Latino community, including work with breast cancer detection and other health-related issues. The Latino/a Resource and Policy Center has recently been revamped with the hiring of a new director, Dr. Evelinn Borrayo, and has renewed its focus on health disparities.
- *The Colorado Clinical and Translational Sciences Institute* solicits and funds grant proposals that originate in the community and involve community members who act as liaisons between the community and the university. The institute has eleven liaisons representing seven communities with diverse geographic or ethnic constituents. The liaisons bring the issues from the community to the university and they communicate to the community on behalf of the university.

- *The Rocky Mountain Prevention Research Center* in the Colorado School of Public Health was awarded a five-year grant from the Centers for Disease Control to work with community partners to identify local health priorities in the San Luis Valley in southern Colorado. Researchers from the University of Colorado Denver have worked with this rural, low income, Latino, and non-Latino population—where 43 percent of middle school students are obese or overweight—on epidemiologic and health-promotion studies related to Type 2 diabetes for more than 20 years.

The university embraces the contributions that volunteer activities can bring to the overall education of its students. Many of its schools and colleges require student engagement with underserved communities as a requirement for graduation, including:

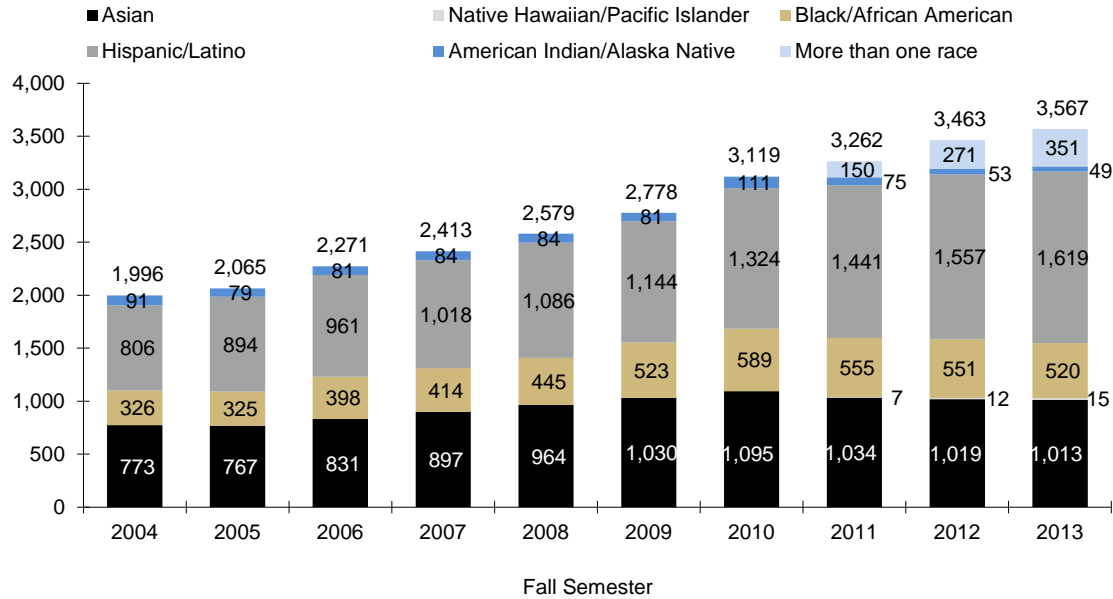
- **Stop & Serve:** was started in 2009 in an effort to engage students in a variety of service projects that directly impact local communities. This monthly event sponsored by the CU Denver Experiential Learning Center provides brief, on-campus volunteer opportunities for students to work on service projects focused on social issues.
- Each winter the university participates in the Giving Back Campaign in an effort to allow the campus community an opportunity to further engage with community interests. Faculty, staff and students select an organization of their choice for their volunteer efforts.
- At the Stout Street Clinic for the Homeless in Denver, the Skaggs School of Pharmacy serves as the pharmacy director, overseeing students who provide pharmacy services to hundreds of patients daily, including care clinics such as diabetes care management.
- Fall Fest/Spring Fling is an opportunity for a wide variety of student organizations to market their clubs and events to students on campus. Diverse student organizations promote their activities to those who may not otherwise know they exist.
- The Alternative Breaks program through the Experiential Learning Center exposes students to complex social and cultural issues through direct service, experiential learning, group discussion, and personal reflection. The vision is to transform students into advocates of social change on issues affecting our communities.
- **Campus Volunteer Fair:** each semester the Experiential Learning Center and CU Denver Student Life co-host the CU Denver Volunteer Fair to introduce students, faculty, and staff to local community-based organizations offering volunteer and internship positions.

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

Data provided by the CU Denver | Anschutz Medical Campus Office of Institutional Research and Effectiveness  
[www.ucdenver.edu/ir](http://www.ucdenver.edu/ir)



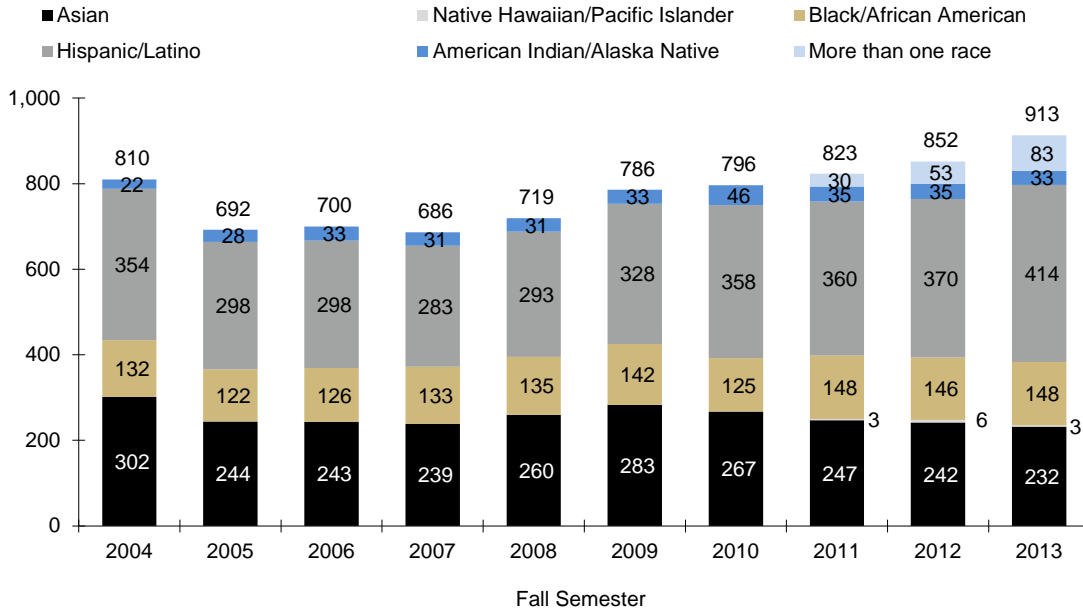
**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**



The proportion (and number) of undergraduate students of color at the combined Denver Campus and Anschutz Medical Campus has increased each year since 2005, reaching 35% for Fall 2013.

Fall 2011 and later 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**

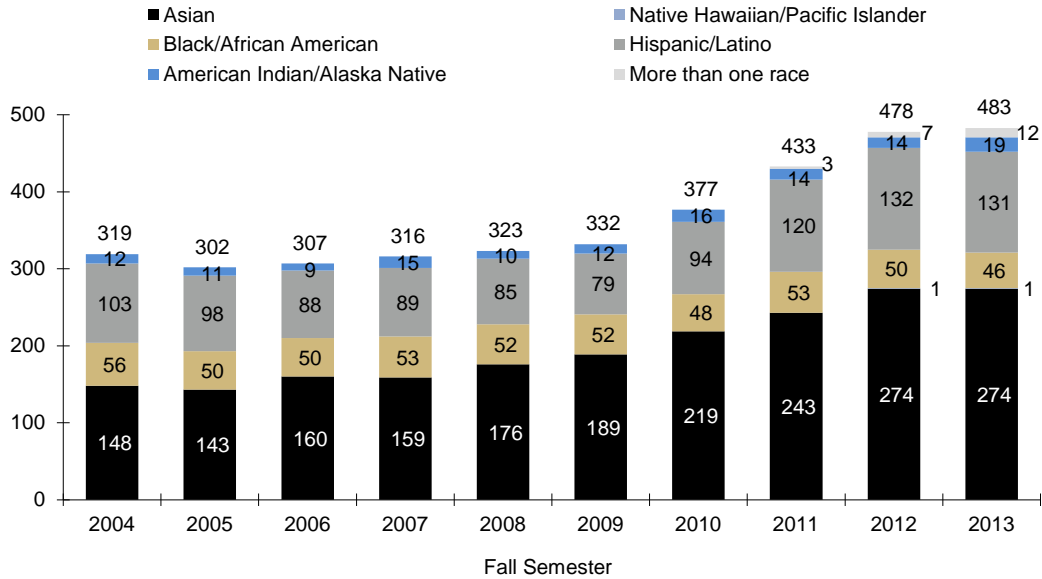


Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	302	244	243	239	260	283	267	247	242	232
Native Hawaiian/Pacific Islander								3	6	3
Black/African American	132	122	126	133	135	142	125	148	146	148
Hispanic/Latino	354	298	298	283	293	328	358	360	370	414
American Indian/Alaska Native	22	28	33	31	31	33	46	35	35	33
More than one race								30	53	83
White/Unknown	4,877	4,521	4,369	4,480	4,344	4,810	5,051	4,849	4,603	4,375
International	344	345	376	398	435	403	428	441	455	481
<b>Total Enrollment</b>	<b>6,031</b>	<b>5,558</b>	<b>5,445</b>	<b>5,564</b>	<b>5,498</b>	<b>5,999</b>	<b>6,275</b>	<b>6,113</b>	<b>5,910</b>	<b>5,769</b>
Students of Color Total	810	692	700	686	719	786	796	823	852	913
Students of Color as % of Total	13%	12%	13%	12%	13%	13%	13%	13%	14%	16%

The numbers and proportions of graduate students of color have consistently increased over the last several years, peaking at 913 and 16% in Fall 2013.

Fall 2011 and later 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**



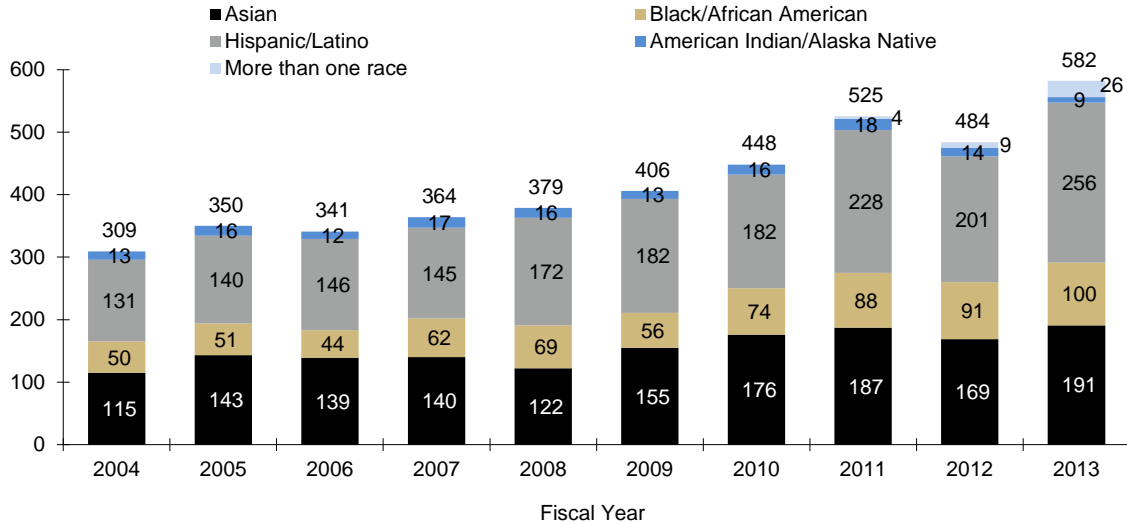
Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	148	143	160	159	176	189	219	243	274	274
Native Hawaiian/Pacific Islander								-	1	1
Black/African American	56	50	50	53	52	52	48	53	50	46
Hispanic/Latino	103	98	88	89	85	79	94	120	132	131
American Indian/Alaska Native	12	11	9	15	10	12	16	14	14	19
More than one race								3	7	12
White/Unknown	1,074	1,092	1,129	1,170	1,209	1,244	1,219	1,308	1,313	1,298
International	3	4	6	12	14	9	7	11	11	10
<b>Total Enrollment</b>	<b>1,396</b>	<b>1,398</b>	<b>1,442</b>	<b>1,498</b>	<b>1,546</b>	<b>1,585</b>	<b>1,603</b>	<b>1,752</b>	<b>1,802</b>	<b>1,791</b>
Students of Color Total	319	302	307	316	323	332	377	433	478	483
Students of Color as % of Total	23%	22%	21%	21%	21%	21%	24%	25%	27%	27%

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

In the fall semesters of 2007 through 2009, the percentage of health professional students of color at the Anschutz Medical Campus remained steady at 21%. Recent years have seen greater numbers and percentages of students of color, with 483 enrolled Fall 2013.

Fall 2011 and later 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**



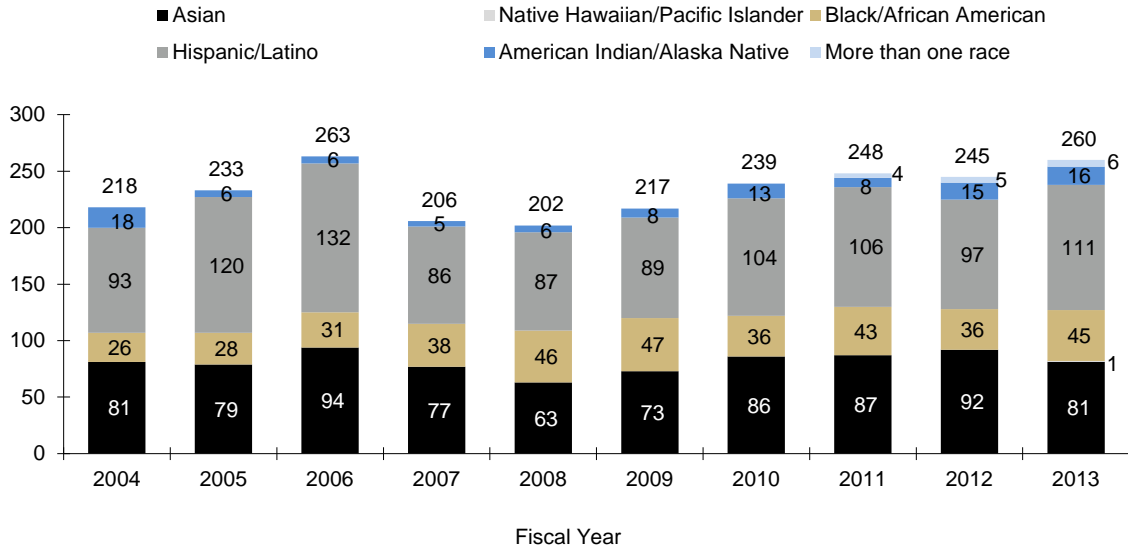
Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	115	143	139	140	122	155	176	187	169	191
Native Hawaiian/Pacific Islander								-	-	-
Black/African American	50	51	44	62	69	56	74	88	91	100
Hispanic/Latino	131	140	146	145	172	182	182	228	201	256
American Indian/Alaska Native	13	16	12	17	16	13	16	18	14	9
More than one race								4	9	26
White/Unknown	1,058	1,048	1,212	1,259	1,329	1,331	1,376	1,389	1,318	1,366
International	221	153	52	29	10	6	30	120	146	167
<b>Total Degrees Awarded</b>	<b>1,588</b>	<b>1,551</b>	<b>1,605</b>	<b>1,652</b>	<b>1,718</b>	<b>1,743</b>	<b>1,854</b>	<b>2,034</b>	<b>1,948</b>	<b>2,115</b>
Students of Color Total	309	350	341	364	379	406	448	525	484	582
Students of Color as % of Total	19%	23%	21%	22%	22%	23%	24%	26%	25%	28%

The percent of baccalaureate degrees awarded to students of color at the combined Denver Campus and Anschutz Medical Campus reached a high of 28% in 2013. Concurrently, the number of degrees awarded to that group has generally increased every year since 2006 to reach 582 in fiscal year 2013.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later 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**



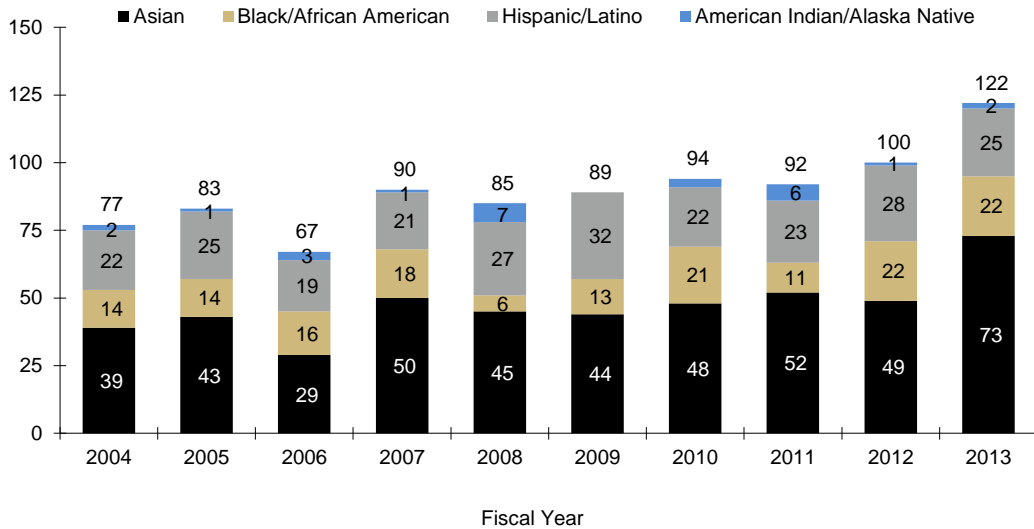
Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	81	79	94	77	63	73	86	87	92	81
Native Hawaiian/Pacific Islander								-	-	1
Black/African American	26	28	31	38	46	47	36	43	36	45
Hispanic/Latino	93	120	132	86	87	89	104	106	97	111
American Indian/Alaska Native	18	6	6	5	6	8	13	8	15	16
More than one race								4	5	6
White/Unknown	1,421	1,566	1,577	1,502	1,564	1,625	1,499	1,667	1,725	1,658
International	196	144	160	125	23	16	152	149	169	183
<b>Total Degrees Awarded</b>	<b>1,835</b>	<b>1,943</b>	<b>2,000</b>	<b>1,833</b>	<b>1,789</b>	<b>1,858</b>	<b>1,890</b>	<b>2,064</b>	<b>2,139</b>	<b>2,101</b>
<b>Students of Color Total</b>	<b>218</b>	<b>233</b>	<b>263</b>	<b>206</b>	<b>202</b>	<b>217</b>	<b>239</b>	<b>248</b>	<b>245</b>	<b>260</b>
<b>Students of Color as % of Total</b>	<b>12%</b>	<b>12%</b>	<b>13%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>	<b>13%</b>	<b>12%</b>	<b>11%</b>	<b>12%</b>

The proportion of graduate degrees to students of color at the combined Denver Campus and Anschutz Medical Campus has remained fairly consistent during the last ten years, ranging from 11 to 13 percent.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later 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**



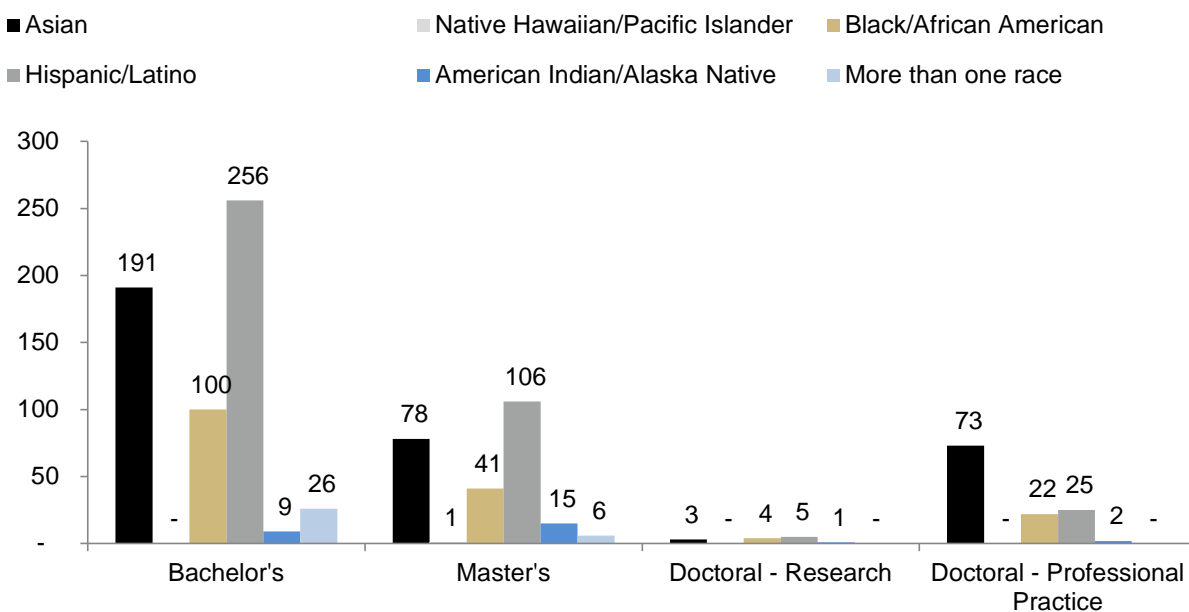
Race/Ethnicity	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Asian	39	43	29	50	45	44	48	52	49	73
Native Hawaiian/Pacific Islander								-	-	-
Black/African American	14	14	16	18	6	13	21	11	22	22
Hispanic/Latino	22	25	19	21	27	32	22	23	28	25
American Indian/Alaska Native	2	1	3	1	7	-	3	6	1	2
More than one race								-	-	-
White/Unknown	173	270	287	329	337	327	353	349	409	410
International	2	1	1	2	18	7	9	6	20	17
<b>Total Degrees Awarded</b>	<b>252</b>	<b>354</b>	<b>355</b>	<b>421</b>	<b>440</b>	<b>423</b>	<b>456</b>	<b>447</b>	<b>529</b>	<b>549</b>
<b>Students of Color Total</b>	<b>77</b>	<b>83</b>	<b>67</b>	<b>90</b>	<b>85</b>	<b>89</b>	<b>94</b>	<b>92</b>	<b>100</b>	<b>122</b>
<b>Students of Color as % of Total</b>	<b>31%</b>	<b>23%</b>	<b>19%</b>	<b>21%</b>	<b>19%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>19%</b>	<b>22%</b>

The proportion of doctoral professional practice degrees conferred to students of color at the Anschutz Medical Campus has remained fairly consistent since 2005. However, the numbers of degrees conferred to students of color reached a high of 122 in fiscal year 2013.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later 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  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2013**



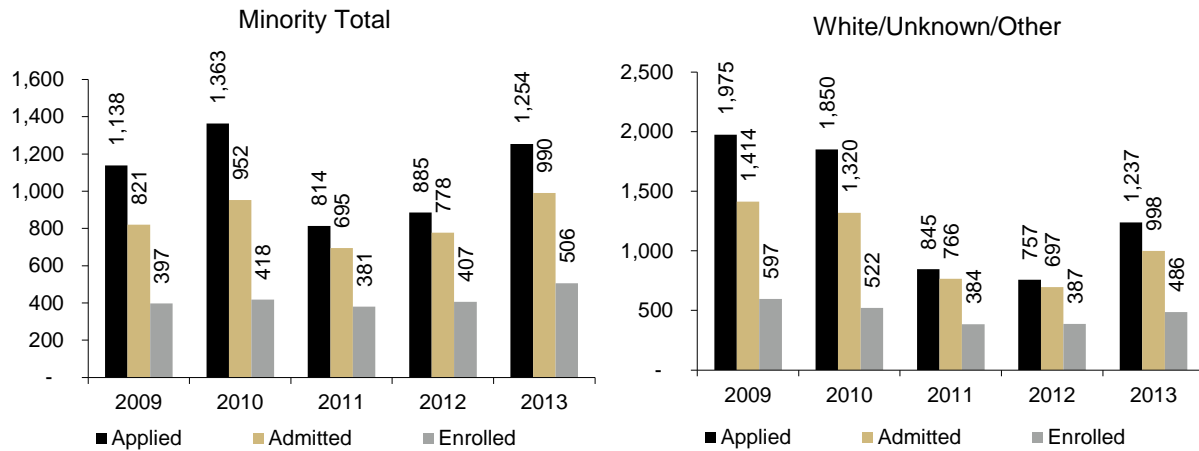
Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional	Total
Asian	191	78	3	73	345
Native Hawaiian/Pacific Islander	-	1	-	-	1
Black/African American	100	41	4	22	167
Hispanic/Latino	256	106	5	25	392
American Indian/Alaska Native	9	15	1	2	27
More than one race	26	6	-	-	32
White/Unknown	1,366	1,564	94	410	3,434
International	167	170	13	17	367
<b>Students of Color Total</b>	<b>582</b>	<b>247</b>	<b>13</b>	<b>122</b>	<b>964</b>
<b>Total</b>	<b>2,115</b>	<b>1,981</b>	<b>120</b>	<b>549</b>	<b>4,765</b>

More than 1/4 of the baccalaureate degrees were earned by students of color. However, just 12% of the masters degrees were awarded to students of color. Of the 669 degrees awarded at the doctoral level, more than 20% were conferred to students of color.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once unless degrees are at different levels - e.g. BA and MA).

Fall 2011 and later 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
2009	356	282	160
2010	403	319	160
2011	216	190	114
2012	255	234	119
2013	297	264	170

**Native Hawaiian/Pacific Islander**

Fall Term	Applied	Admitted	Enrolled
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	2	1	1
2012	4	4	4
2013	8	7	2

**Black/African American**

Fall Term	Applied	Admitted	Enrolled
2009	223	141	67
2010	221	138	58
2011	100	69	27
2012	126	106	46
2013	149	112	48

**Hispanic/Latino**

Fall Term	Applied	Admitted	Enrolled
2009	537	384	165
2010	665	448	186
2011	407	355	192
2012	416	358	196
2013	660	510	235

**American Indian/Alaska Native**

Fall Term	Applied	Admitted	Enrolled
2009	22	14	5
2010	74	47	14
2011	5	4	1
2012	5	5	2
2013	7	3	1

**More than one race**

Fall Term	Applied	Admitted	Enrolled
2009	n/a	n/a	n/a
2010	n/a	n/a	n/a
2011	86	77	47
2012	83	75	44
2013	141	101	52

**White/Unknown/Other**

Fall Term	Applied	Admitted	Enrolled
2009	1,975	1,414	597
2010	1,850	1,320	522
2011	845	766	384
2012	757	697	387
2013	1,237	998	486

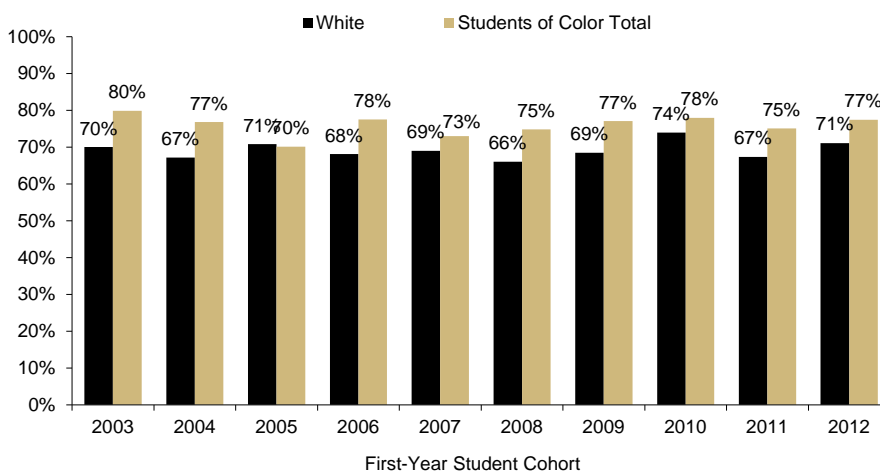
**Total**

Fall Term	Applied	Admitted	Enrolled
2009	3,113	2,235	994
2010	3,213	2,272	940
2011	1,659	1,461	765
2012	1,646	1,479	798
2013	2,499	1,995	994

Fall 2011 and later 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  
1-Year Freshman Retention Rates by Race/Ethnicity**



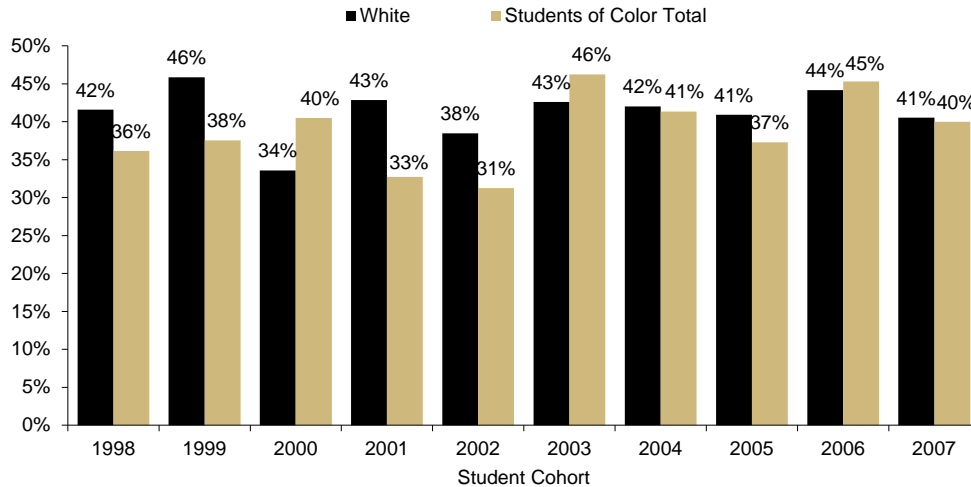
First-Year Cohort	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	87	93	117	135	137	149	162	157	118	123
Native Hawaiian/Pacific Islander								-	2	4
Black/African American	19	31	24	55	55	60	67	60	31	57
Hispanic/Latino	85	104	120	122	161	164	162	189	189	195
American Indian/Alaska Native	8	9	7	8	17	8	6	11	3	3
More than one race								9	55	52
White	380	414	435	514	567	601	524	523	380	426
Other/Unknown	41	29	37	37	32	21	69	11	15	12
International	4	6	4	14	43	35	48	63	61	90
<b>Total</b>	<b>624</b>	<b>686</b>	<b>744</b>	<b>885</b>	<b>1,012</b>	<b>1,038</b>	<b>1,038</b>	<b>1,023</b>	<b>854</b>	<b>962</b>
Students of Color Total	199	237	268	320	370	381	397	426	398	434

Percent Enrolled One Year Later	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Asian	89%	83%	77%	83%	81%	81%	86%	87%	78%	85%
Native Hawaiian/Pacific Islander								-	100%	75%
Black/African American	68%	65%	63%	69%	65%	83%	66%	70%	87%	84%
Hispanic/Latino	75%	78%	68%	76%	70%	68%	73%	74%	75%	72%
American Indian/Alaska Native	63%	44%	29%	63%	59%	38%	50%	55%	33%	67%
More than one race								78%	65%	73%
White	70%	67%	71%	68%	69%	66%	69%	74%	67%	71%
Other/Unknown	68%	83%	78%	78%	72%	71%	77%	73%	67%	67%
International	75%	67%	75%	71%	77%	71%	90%	86%	72%	83%
<b>Total</b>	<b>73%</b>	<b>71%</b>	<b>71%</b>	<b>72%</b>	<b>71%</b>	<b>70%</b>	<b>73%</b>	<b>76%</b>	<b>71%</b>	<b>75%</b>
Students of Color Total	80%	77%	70%	78%	73%	75%	77%	78%	75%	77%

We continue to see higher persistence rates for students of color than for white students (with the exception of the 2005 cohort).

Fall 2011 and later 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**



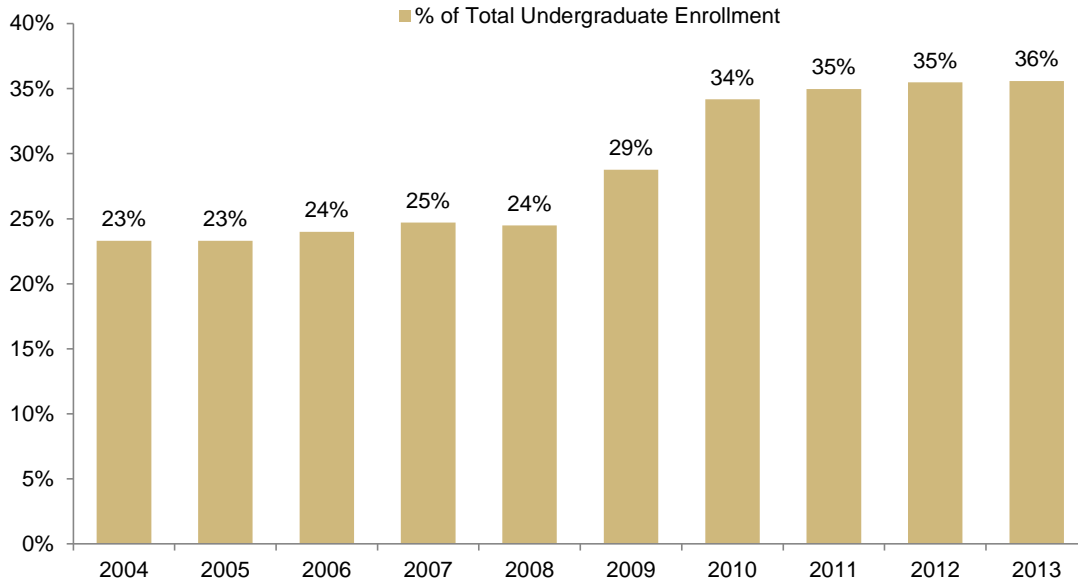
Undergraduate Cohort*	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Asian	65	88	104	80	99	87	93	117	135	137
Black/African American	27	18	21	22	12	19	31	24	55	55
Hispanic/Latino	69	82	74	64	78	85	104	120	122	161
American Indian/Alaska Native	5	9	6	5	6	8	9	7	8	17
White	202	253	271	287	356	380	414	435	514	565
Other/Unknown	18	22	28	27	23	41	29	37	37	32
International	8	6	11	7	6	4	6	4	14	43
<b>Total</b>	<b>394</b>	<b>478</b>	<b>515</b>	<b>492</b>	<b>580</b>	<b>624</b>	<b>686</b>	<b>744</b>	<b>885</b>	<b>1010</b>
Students of Color Total	166	197	205	171	195	199	237	268	320	370

Six-Year Graduation Rate	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Asian	52%	47%	46%	45%	33%	53%	51%	45%	55%	46%
Black/African American	37%	28%	24%	23%	42%	53%	32%	21%	36%	31%
Hispanic/Latino	23%	32%	35%	23%	26%	41%	39%	33%	40%	40%
American Indian/Alaska Native	0%	22%	67%	0%	50%	13%	0%	29%	25%	24%
White	42%	46%	34%	43%	38%	43%	42%	41%	44%	41%
Other/Unknown	22%	32%	29%	41%	61%	34%	45%	54%	41%	44%
International	75%	50%	27%	14%	0%	50%	33%	50%	71%	60%
<b>Total</b>	<b>39%</b>	<b>42%</b>	<b>36%</b>	<b>39%</b>	<b>37%</b>	<b>43%</b>	<b>42%</b>	<b>40%</b>	<b>45%</b>	<b>41%</b>
Students of Color Total	36%	38%	40%	33%	31%	46%	41%	37%	45%	40%

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

The numbers of students of color in the standard undergraduate cohort have been increasing since 2001. For the five most recent cohorts the graduation rates have been within 3 percentage points of the overall graduation rates and within 4 percentage points of white student graduation rates.

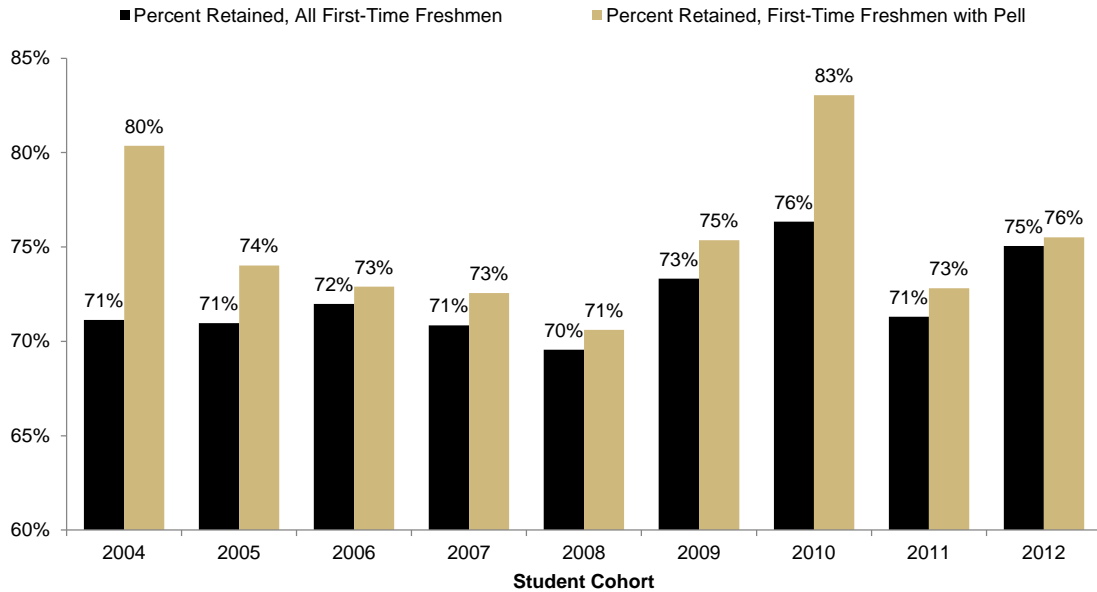
**University of Colorado Denver  
Denver Campus  
Fall Enrollment of Pell Grant Recipients**



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total UG Pell recipients enrolled	1,695	1,745	1,889	2,024	2,100	2,643	3,309	3,401	3,466	3,465
% of Total Undergraduate Enrollment	23%	23%	24%	25%	24%	29%	34%	35%	35%	36%

The proportion of Pell grant recipients on the Denver Campus reached a high of 36% in Fall 2013. 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**



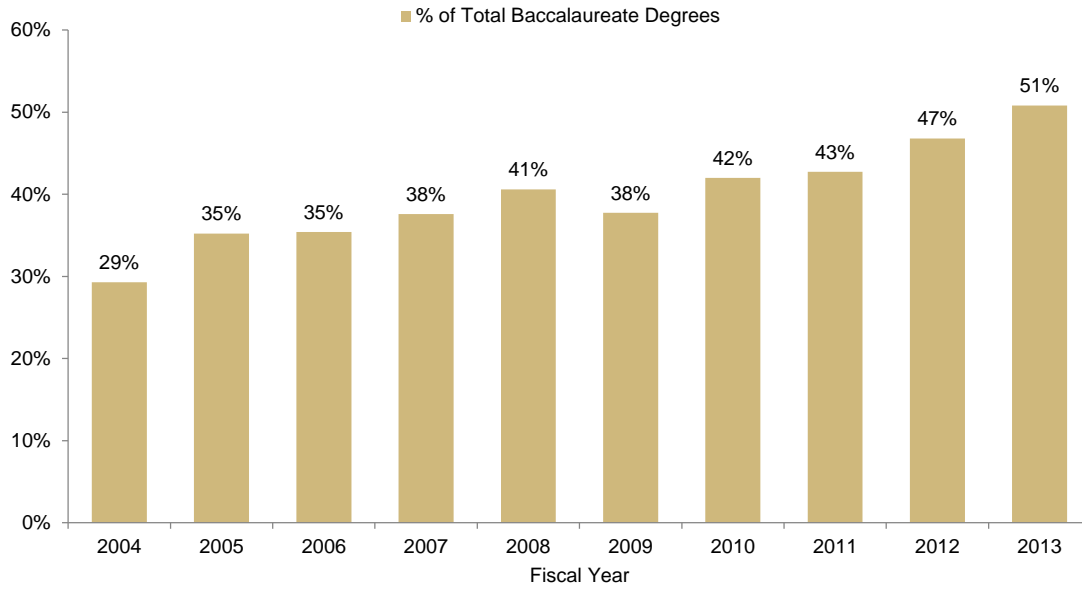
	2004	2005	2006	2007	2008	2009	2010	2011	2012
First-Year Student Cohorts*	168	154	203	277	262	349	348	331	343
Number Retained**	135	114	148	201	185	263	289	241	259
Percent Retained, First-Time Freshmen with Pell	80%	74%	73%	73%	71%	75%	83%	73%	76%
Percent Retained, All First-Time Freshmen	71%	71%	72%	71%	70%	73%	76%	71%	75%

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

\*\*Number enrolled in subsequent fall

For each Denver Campus cohort, students who received Pell had higher one-year retention rates.

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



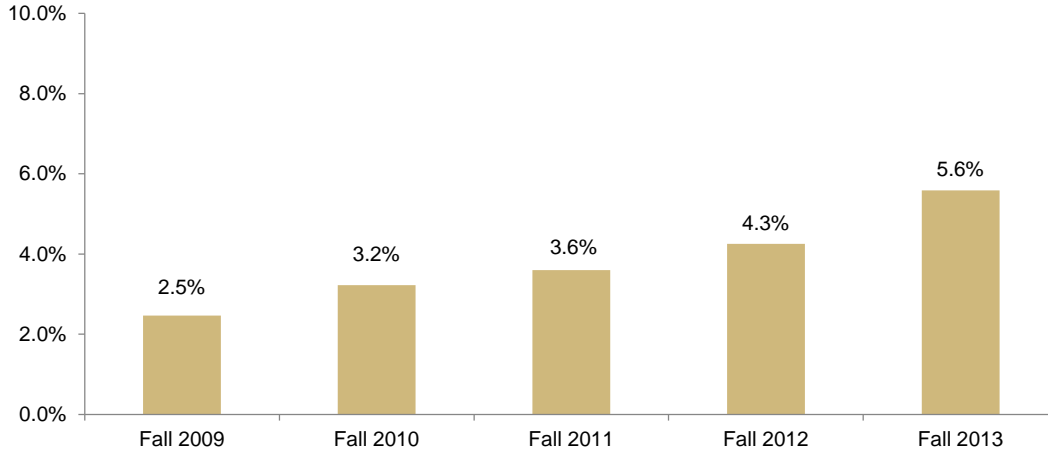
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Baccalaureate Degrees Awarded to Pell Recipients*	406	476	480	527	601	565	690	777	815	956
% of Total Baccalaureate Degrees	29%	35%	35%	38%	41%	38%	42%	43%	47%	51%

\* 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 51% in fiscal year 2013.

**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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of undergraduates registered with Office of Disability Services	237	325	365	436	568
Percent of all undergraduates	2.5%	3.2%	3.6%	4.3%	5.6%

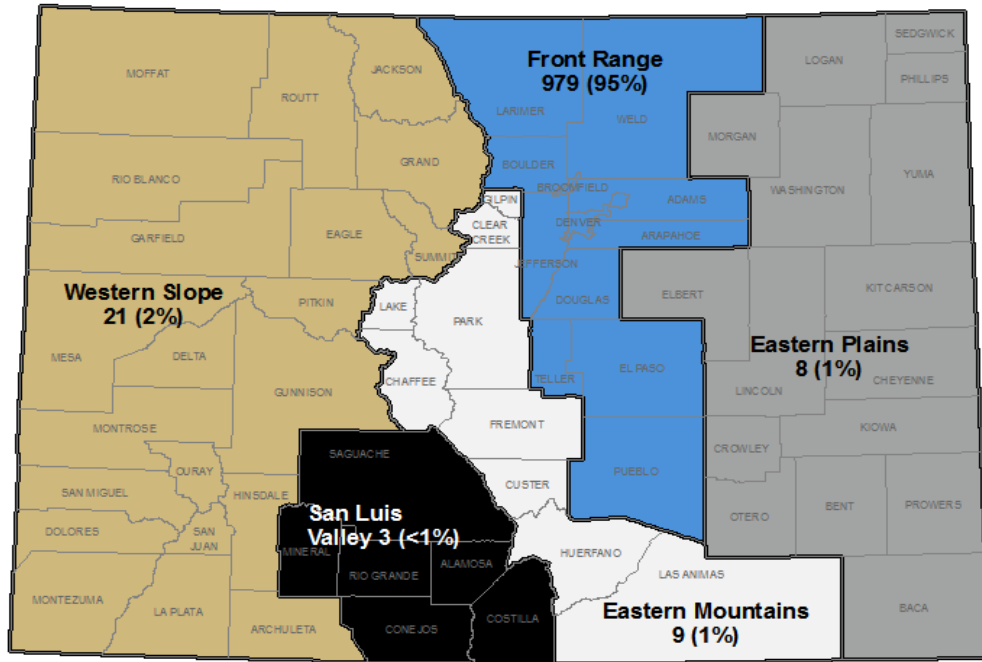
In Fall 2009, 297 students were registered with the office on the Denver Campus and at the Anschutz Medical Campus. Of those 297 students, 237 were undergraduates.

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 five fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased from 2.6% in Fall 2009 to 5.6% in Fall 2013. The latter represents 568 students from the combined Denver Campus and Anschutz Medical Campus.

**University of Colorado Denver  
Denver Campus  
New Resident Freshmen, Fall 2013  
Home Region**

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



Unknown: 10 (1%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU Denver New Resident Freshmen, Fall 2013	
		Enrolled <sup>2</sup>	Percent
Eastern Mountains	2%	9	1%
Eastern Plains	3%	8	1%
Front Range	83%	979	95%
San Luis Valley	1%	3	0.3%
Western Slope	9%	21	2%
Unknown	2%	10	1%
<b>Total</b>	<b>100%</b>	<b>1,030</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2013. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupildcurrent.htm>

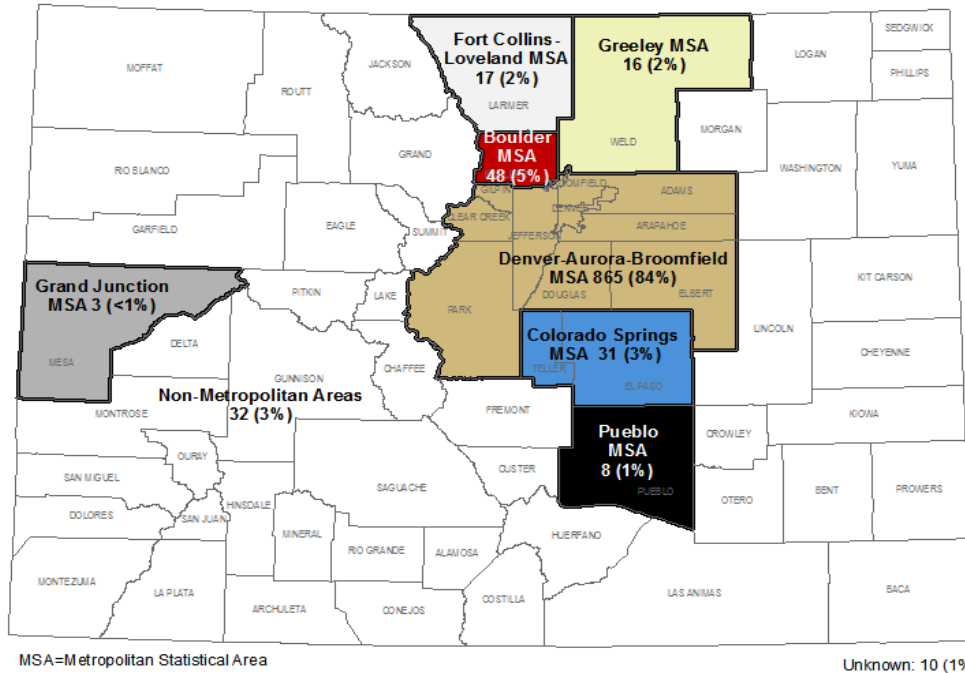
<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

State regions defined at: Colorado Division of Local Government, State Demography Office. [www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013](http://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 2013  
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 <sup>1</sup>	CU Denver New Resident Freshmen, Fall 2013	
		Enrolled <sup>2</sup>	Percent
Boulder MSA	7%	48	5%
Colorado Springs MSA	16%	31	3%
Denver-Aurora-Broomfield MSA	49%	865	84%
Fort Collins-Loveland MSA	5%	17	2%
Grand Junction MSA	3%	3	0.3%
Greeley MSA	4%	16	2%
Pueblo MSA	3%	8	1%
Non-Metro	12%	32	3%
Unknown	2%	10	1.0%
<b>Total</b>	<b>100%</b>	<b>1,030</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2013. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/pupilcurrent.htm>

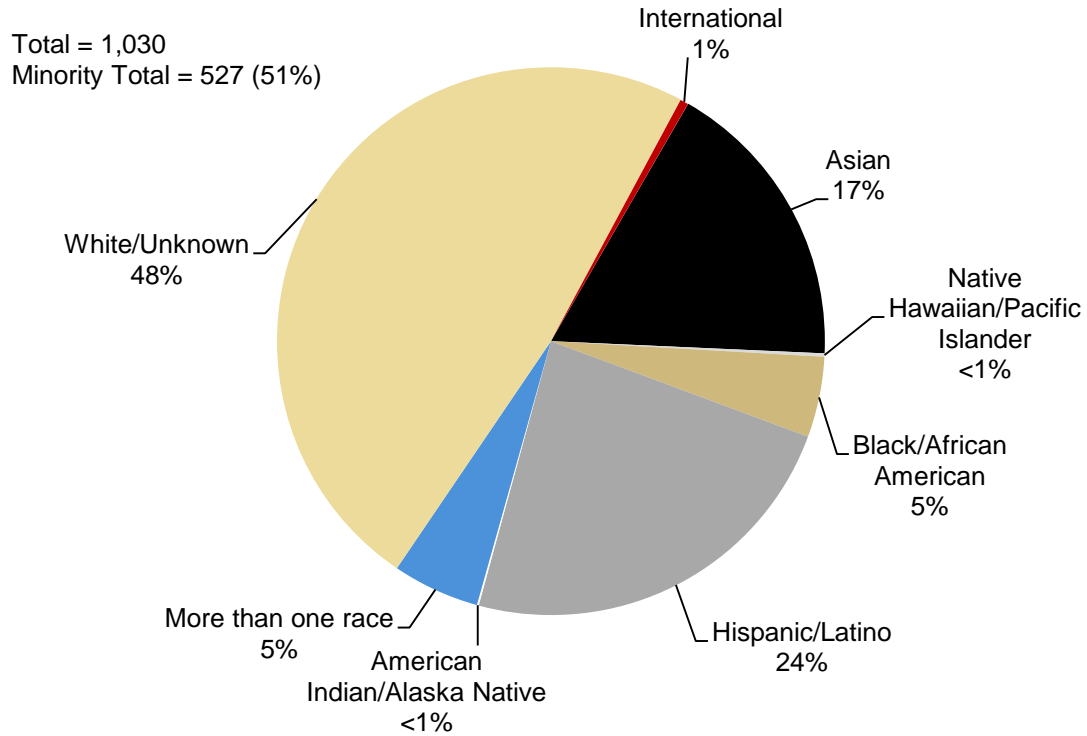
<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type)

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 2013**  
(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.

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

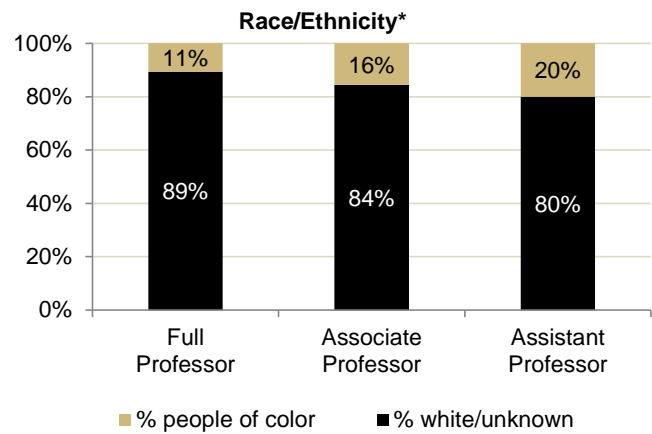
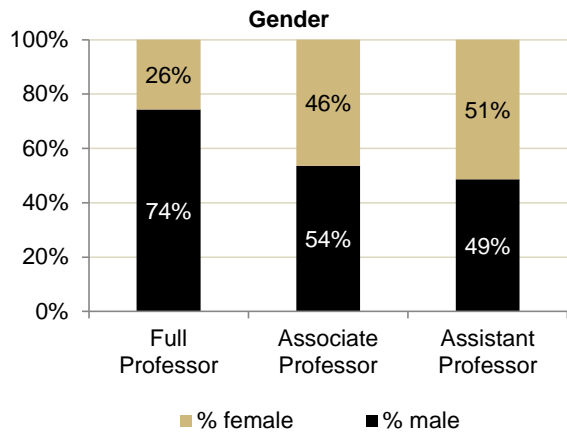
Data provided by the CU Denver | Anschutz Medical Campus Office of Institutional Research and Effectiveness  
[www.ucdenver.edu/ir](http://www.ucdenver.edu/ir)

**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Full-Time Faculty and Staff, Fall 2013**

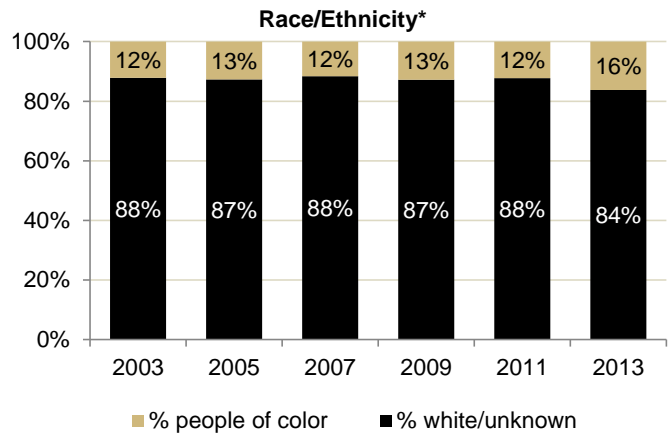
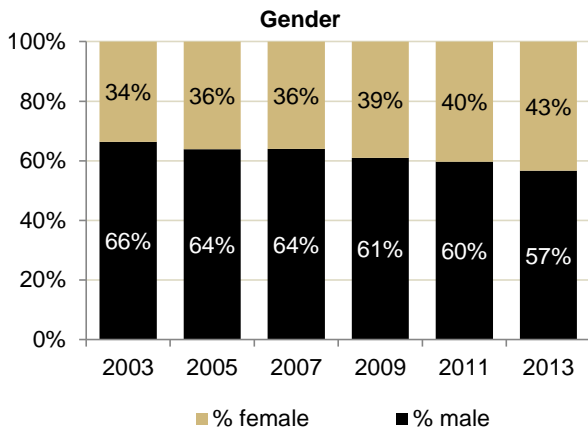
	Total	Female		Male		People of Color		Race/Ethnicity/Citizenship								
		#	%	#	%	#	%	Black/ African American	American Indian/ Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic/ Latino	More than one race	White	Unknown	Inter- national
<b>Faculty</b>	<b>3,767</b>	<b>1,970</b>	<b>52%</b>	<b>1,797</b>	<b>48%</b>	<b>578</b>	<b>16%</b>	<b>44</b>	<b>23</b>	<b>327</b>	<b>6</b>	<b>163</b>	<b>15</b>	<b>2,693</b>	<b>345</b>	<b>151</b>
Instructional Faculty	3,121	1,634	52%	1,487	48%	440	14%	37	19	234	5	135	10	2,353	291	37
Tenured/Tenure Track	1,999	865	43%	1,134	57%	320	16%	23	10	188	4	88	7	1,513	143	23
Full Professor	506	130	26%	376	74%	54	11%	3	1	33	-	16	1	438	14	-
Associate Professor	636	295	46%	341	54%	99	16%	4	7	56	-	28	4	494	42	1
Assistant Professor	857	440	51%	417	49%	167	20%	16	2	99	4	44	2	581	87	22
Non-Tenure Track	1,122	769	69%	353	31%	120	11%	14	9	46	1	47	3	840	148	14
Instructor/Sr. Instructor	1,021	723	71%	298	29%	101	10%	13	8	38	-	39	3	766	145	9
Other	101	46	46%	55	54%	19	20%	1	1	8	1	8	-	74	3	5
Research Faculty	587	304	52%	283	48%	132	28%	7	4	91	1	24	5	291	50	114
Public Service Faculty	59	32	54%	27	46%	6	10%	-	-	2	-	4	-	49	4	-
<b>Staff</b>	<b>4,835</b>	<b>3,115</b>	<b>64%</b>	<b>1,720</b>	<b>36%</b>	<b>1,090</b>	<b>23%</b>	<b>232</b>	<b>36</b>	<b>320</b>	<b>6</b>	<b>438</b>	<b>58</b>	<b>3,160</b>	<b>541</b>	<b>44</b>
Officers	33	14	42%	19	58%	2	6%	1	-	-	-	1	-	26	5	-
With Faculty Status	17	6	35%	11	65%	1	6%	1	-	-	-	-	-	14	2	-
Without Faculty Status	16	8	50%	8	50%	1	6%	-	-	-	-	1	-	12	3	-
Management/Other Professionals/Support Staff	4,802	3,101	65%	1,701	35%	1,088	76%	231	36	320	6	437	58	3,134	536	44
With Faculty Status	1,249	919	74%	330	26%	244	20%	20	19	107	2	86	10	866	117	22
Exempt Professionals	2,645	1,659	63%	986	37%	507	19%	94	7	172	1	199	34	1,738	378	22
Classified Staff	908	523	58%	385	42%	337	37%	117	10	41	3	152	14	530	41	-
<b>Faculty/Staff Total</b>	<b>8,602</b>	<b>5,085</b>	<b>59%</b>	<b>3,517</b>	<b>41%</b>	<b>1,668</b>	<b>20%</b>	<b>276</b>	<b>59</b>	<b>647</b>	<b>12</b>	<b>601</b>	<b>73</b>	<b>5,853</b>	<b>886</b>	<b>195</b>

Notes: Includes all employees reported for IPEDS HR for Fall 2013. Excludes student and other temporary employees.  
Minority total includes more than one race and excludes white, unknown, international. Percent minority is total minority divided by all, excluding international.

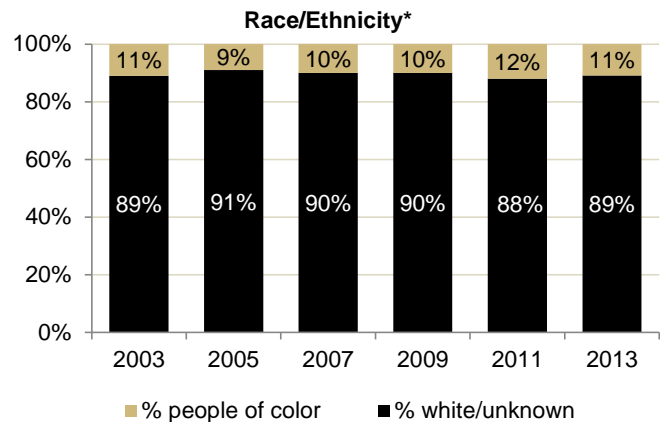
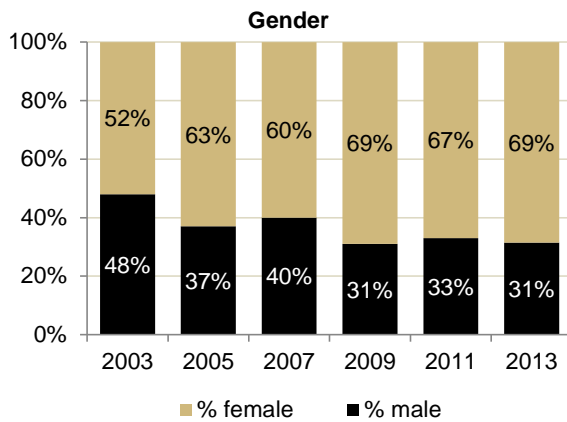
**University of Colorado Denver  
Denver Campus and Anschutz Medical Campus  
Instructional Faculty, Fall 2013  
Tenured/Tenure Track**



**Instructional Faculty, Fall 2003 - Fall 2013  
Tenured/Tenure Track Faculty  
All Ranks Combined**

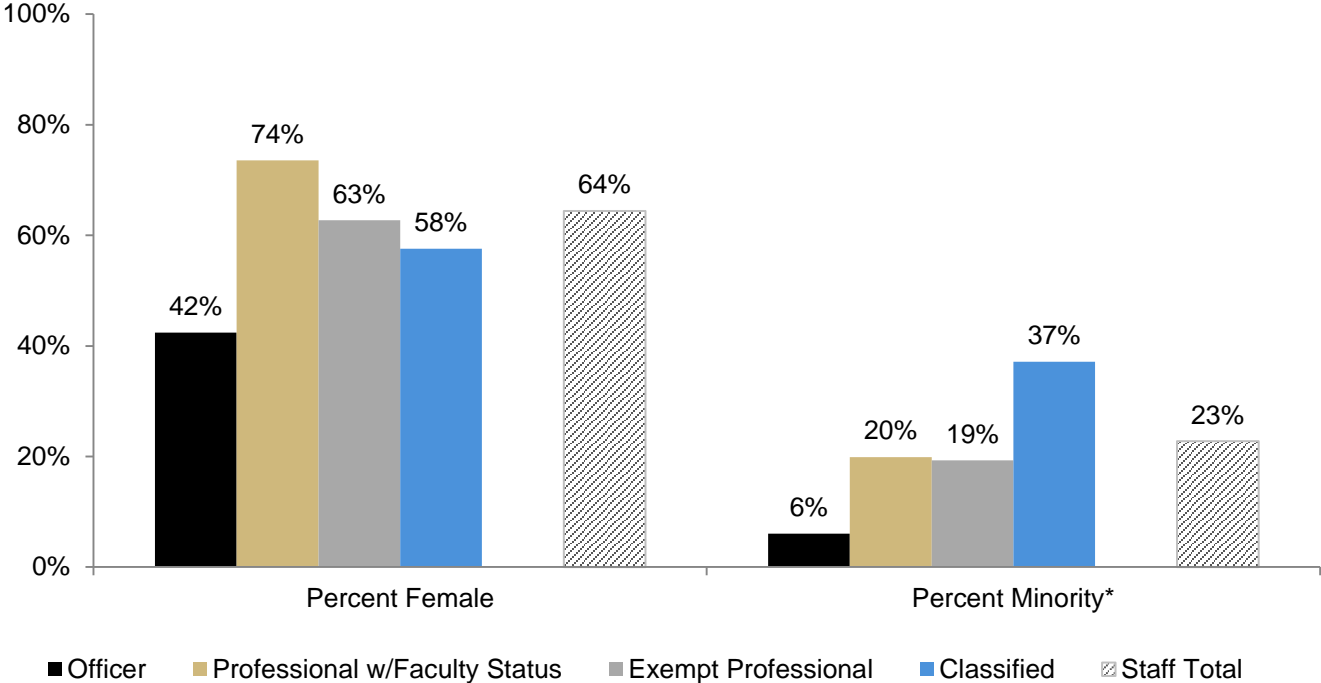


**Non-Tenure Track Faculty**



\* Calculated percentages exclude international faculty.

**University of Colorado Denver  
 Denver Campus and Anschutz Medical Campus  
 Staff Diversity, Fall 2013**



\* Percent minority calculations exclude international staff

The highest percentages of women are found in the professional categories.



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

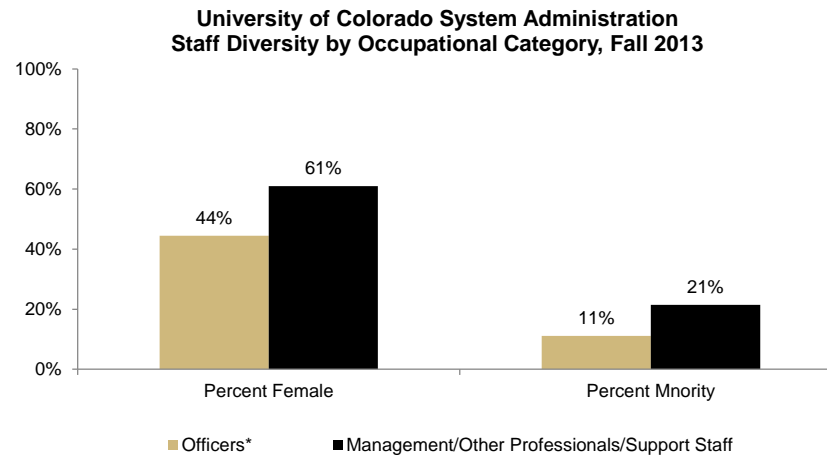
## **University of Colorado System Administration Staff Diversity**

**University of Colorado System Administration  
Full-Time Staff, Fall 2013**

	Total	Female		Male		Minority**		Race/Ethnicity/Citizenship						
		#	%	#	%	#	%	Black/ African American	American Indian/ Alaska Native	Asian	Hispanic/L atino	White	Unknown	Inter- national
<b>Staff Total</b>	<b>386</b>	<b>231</b>	<b>60%</b>	<b>155</b>	<b>40%</b>	<b>78</b>	<b>21%</b>	<b>14</b>	<b>3</b>	<b>29</b>	<b>32</b>	<b>288</b>	<b>11</b>	<b>9</b>
Officers*	27	12	44%	15	56%	3	11%	0	1	1	1	23	1	0
Management/Other Professionals/Support Staff	359	219	61%	140	39%	75	21%	14	2	28	31	265	10	9

\*Per Regent policy, officers include those holding the title of President, Vice President, Associate Vice President, Assistant Vice President, Treasurer, or Associate Counsel. One individual holding a part-time position is included in the Officer count.

\*\* Percent minority calculations exclude international staff.



Percent minority calculations exclude international staff

# **Appendices**

**Appendix A: Fall 2012 Resident Enrollment, Colorado Public Four-Year Institutions**

**Appendix B: Changes to the Collection and Reporting of Race and Ethnicity**



## Appendix A: Fall 2012 Resident Enrollment, Colorado Public Four-Year Institutions

	Hispanic	Black or African American	Native American or Alaskan Native	Asian	Hawaiian or Pacific Islander	More than one Race/Ethnicity (non-hispanic)	White, non-Hispanic	Unknown	International <sup>a</sup>	Total	Total Minority <sup>b</sup>	Percent Minority <sup>c</sup>	Share of CO Minority Enrollment	Share of CO Total Enrollment
<b>Undergraduate</b>	<b>14,869</b>	<b>3,861</b>	<b>704</b>	<b>3,971</b>	<b>153</b>	<b>2,960</b>	<b>69,755</b>	<b>5,408</b>	<b>135</b>	<b>101,816</b>	<b>26,518</b>	<b>26%</b>	<b>100%</b>	<b>100%</b>
University of Colorado	4,126	1,091	171	2,425	25	1,000	22,263	1,192	67	32,360	8,838	27%	33%	32%
University of Colorado Boulder	1,647	276	71	1,149	6	430	11,964	431	36	16,010	3,579	22%	13%	16%
University of Colorado Colorado Springs	961	279	49	294	9	328	5,117	300	7	7,344	1,920	26%	7%	7%
University of Colorado Denver	1,518	536	51	982	10	242	5,182	461	24	9,006	3,339	37%	13%	9%
Adams State College	649	93	22	22	5	41	946	70	-	1,848	832	45%	3%	2%
Colorado Mesa University	1,042	172	98	84	16	184	6,263	373	1	8,233	1,596	19%	6%	8%
Colorado School of Mines	229	35	9	161	-	83	2,142	122	4	2,785	517	19%	2%	3%
Colorado State University	1,688	408	62	326	19	562	13,941	1,002	30	18,038	3,065	17%	12%	18%
Colorado State University - Pueblo	1,261	301	34	54	5	93	2,140	157	5	4,050	1,748	43%	7%	4%
Fort Lewis College	256	23	107	13	6	84	1,845	69	11	2,414	489	20%	2%	2%
Metropolitan State College of Denver	4,122	1,390	159	757	56	666	13,773	967	15	21,905	7,150	33%	27%	22%
University of Northern Colorado	1,373	318	37	117	17	212	5,378	1,198	2	8,652	2,074	24%	8%	8%
Western State Colorado University	123	30	5	12	4	35	1,064	258	-	1,531	209	14%	1%	2%
<b>Graduate</b>	<b>1,376</b>	<b>383</b>	<b>122</b>	<b>800</b>	<b>15</b>	<b>252</b>	<b>13,180</b>	<b>1,535</b>	<b>120</b>	<b>17,783</b>	<b>2,948</b>	<b>17%</b>	<b>100%</b>	<b>100%</b>
University of Colorado	833	276	89	658	10	125	8,439	1,040	94	11,564	1,991	17%	68%	65%
University of Colorado Boulder	242	48	40	151	4	45	2,779	268	23	3,600	530	15%	18%	20%
University of Colorado Colorado Springs	132	53	6	46	-	26	1,070	105	14	1,452	263	18%	9%	8%
University of Colorado Denver	459	175	43	461	6	54	4,590	667	57	6,512	1,198	19%	41%	37%
Adams State College	99	15	3	2	1	7	366	32	-	525	127	24%	4%	3%
Colorado Mesa University	4	-	-	1	-	-	57	1	-	63	5	8%	0%	0%
Colorado School of Mines	63	18	5	28	-	9	724	44	5	896	123	14%	4%	5%
Colorado State University	235	39	18	81	3	81	2,453	338	17	3,265	457	14%	16%	18%
Colorado State University - Pueblo	43	9	2	3	-	2	137	13	2	211	59	28%	2%	1%
Metropolitan State College of Denver	3	3	-	-	-	4	34	-	-	44	10	23%	0%	0%
University of Northern Colorado	96	23	5	27	1	24	970	67	2	1,215	176	15%	6%	7%
<b>Total</b>	<b>16,245</b>	<b>4,244</b>	<b>826</b>	<b>4,771</b>	<b>168</b>	<b>3,212</b>	<b>82,935</b>	<b>6,943</b>	<b>255</b>	<b>119,599</b>	<b>29,466</b>	<b>25%</b>	<b>100%</b>	<b>100%</b>

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.

<sup>a</sup> International students are non-resident aliens. 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.

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

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

## Appendix B: 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 the now-retired student information system (SIS); this reduced any multiple responses made by these applicants to single responses. For these reasons, CU did not immediately change its reporting method.

Beginning with the spring 2012 report, this annual report was modified to 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 data from fall 2010 and later terms 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 or later; 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 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