

## CU at a glance

### Fall 10 Enrollment

Boulder	30,502
Colorado Springs	8,892
Denver	14,619
Anschutz	3,348

### Fall 10 Faculty

#### Instructional Faculty

##### Tenured & Tenure Track

Boulder	1,090
Colorado Springs	221
Denver	364
Anschutz	1,314

##### Non-Tenure Track

Boulder	960
Colorado Springs	144
Denver	675
Anschutz	851

#### Research Faculty/Academic

##### Research Staff & Public

##### Service Faculty

Boulder	1,749
Colorado Springs	48
Denver	79
Anschutz	2,023
Denver/Anschutz	18

### FY 10 Degrees Awarded

Boulder	7,748
Colorado Springs	1,741
Denver	3,274
Anschutz	926

### FY 10 Research Awards

Boulder	\$454.4 M
Colorado Springs	\$8.3 M
Denver	\$22.2 M
Anschutz	\$399.2 M



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

## Academic Affairs Highlights: Voluntary System of Accountability

### Objectives of the Voluntary System of Accountability

The Voluntary System of Accountability (VSA) is an initiative by public four-year universities to supply basic, comparable information on the undergraduate student experience through a common web report – the College Portrait.

Developed in 2007 by a group of university leaders, the VSA is sponsored by two higher education associations – the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU). These associations collectively represent over 520 public institutions that enroll 7.5 million students and award 70% of bachelor's degrees in the U.S. each year. Currently 64% of association members, or over 333 institutions, participate in the VSA, including the CU system campuses. The objectives of the VSA are to:

- Provide a useful tool for students during the college search process
- Assemble and disseminate information that is transparent, comparable, and understandable
- Demonstrate accountability and stewardship to the public
- Support institutions in the measurement of educational outcomes and facilitate the identification and implementation of effective practices as part of institutional improvement efforts

Development and start-up funding was provided by the Lumina Foundation; however, the VSA is currently supported by the participating institutions through annual dues, which are based on total student enrollment.

More information about the VSA can be found at [www.voluntarysystem.org](http://www.voluntarysystem.org).

### Requirements of Participating Institutions

In order to participate in the VSA, institutions must agree to collect a wide range of data and share information via the College Portrait website (see page 2). For example, institutions are required to:

- Report data related to student characteristics that is available through the Integrated Postsecondary Education Data System (IPEDS) and the Common Data Set
- Provide web links to pages that include admissions contact information, tuition rates, degree offerings, and crime statistics
- Use the National Student Clearinghouse to report data on student success and progress
- Include a link on the College Portrait to a net price calculator
- Administer a common survey to graduating seniors to compile data on the future plans of degree recipients
- Administer one of four specified survey instruments to gather information on student experiences and report results on the College Portrait
- Link to institution-specific learning outcomes
- Administer one of three specified tests to measure student learning gains and report results on the College Portrait

The participation agreement also includes a timeline for collecting and reporting information. Further details about institutional requirements can be found at:

[www.voluntarysystem.org/docs/SignUp/VSAParticipationAgreement.pdf](http://www.voluntarysystem.org/docs/SignUp/VSAParticipationAgreement.pdf)

### Participating Colorado Institutions

- U. of Colorado Boulder
- U. of Colorado Colorado Springs
- U. of Colorado Denver | Anschutz Medical Campus
- Colorado State U.
- Colorado State U. – Pueblo
- U. of Northern Colorado
- Adams State College
- Mesa State College
- Metropolitan State College of Denver



## Campus Role and Mission Statements

### Boulder

"shall be a comprehensive graduate research university with selective admissions standards. The Boulder campus of the university of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs..."

### Colorado Springs

"shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs..."

### Denver

"shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, master's, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area..."

### Anschutz

"shall offer specialized baccalaureate, first-professional, master's, and doctoral degree programs in health-related disciplines and professions. It shall be affiliated with the University of Colorado Hospital and other health care facilities that offer settings for education, clinical practice, and basic and applied research..."

## Principles of Accountability Measurement Guiding the VSA

Discussions held during the development phase of the VSA, particularly among APLU and AASCU Presidents, Chancellors and Provosts, led to the identification of a set principles of accountability measurement. These principles guided the selection of accountability measures and recommendations about their use. The principles are listed below.

- 1) Because we are educational institutions, our first obligation is to develop and use those accountability measures that provide the maximum assistance in improving the educational outcomes of our students.
- 2) The interests of higher education are served best if our accountability measures focus on the increase in educational value for which we are responsible and not on the initial intellectual and educational endowments our students have when they arrive at our universities.
- 3) All of our accountability measures should be transparent. By that we mean that both the methods by which they are derived and the results of those measures should be publicly disclosed.
- 4) The immense diversity of American higher education institutions is a valuable attribute of the U.S. system of higher education. For that reason, universities should be compared against their own past performance and with other universities with similar missions, academic programs and admissions practices. Even in these cases, comparisons should be limited to individual accountability measures, not indices composed of multiple accountability measures.
- 5) Because our resources are used best when directed toward our educational, research and service missions, only those resources absolutely required should be devoted to this enhanced accountability effort. Consistent with this:
  - The rigorous set of accountability measures proposed here should be evaluated by accreditors and governing boards and where possible, in order to help contain cost, substituted for the accountability measures they now use.
  - Where appropriate, sampling should be employed in measuring outcomes and campus learning climate rather than subjecting every student to measurement at significant costs.

Source: *Elements of Accountability for Public Universities and Colleges*, Peter McPherson, President and David Shulenburg, Vice President for Academic Affairs, National Association of State Universities and Land-Grant Colleges. July 2006. [www.voluntarysystem.org/docs/background/DiscussionPaper2\\_July06.pdf](http://www.voluntarysystem.org/docs/background/DiscussionPaper2_July06.pdf)

### VSA institutions include:

- 31 of 33 Texas public universities
- All 23 of the California State University campuses
- All 16 of the University of North Carolina system universities
- All 14 of The Pennsylvania State System of Higher Education (PASSHE) campuses
- All 13 of the Ohio public universities
- All 13 of the University of Wisconsin System universities
- 7 of 8 of the University of Louisiana System campuses
- All 7 of the Kansas public universities
- All 4 campuses of the University of Missouri
- All 3 of the Iowa public universities
- 7 of the Big Ten public institutions
- 10 of the Big 12 public institutions
- 19 of the 34 AAU public institutions

Source: [www.voluntarysystem.org/docs/list/VSAParticipantList.pdf](http://www.voluntarysystem.org/docs/list/VSAParticipantList.pdf)



## The College Portrait

For each VSA participating institution, the College Portrait supplies basic comparable information through a user-friendly common web report. Campus contact information is provided on the “front” page, as well as a brief description of the institution. Links to various campus websites are also provided, focusing on areas such as admissions, student housing, career services, student organizations, diversity resources, study abroad, research opportunities, and athletics, among others.

The data elements included in the College Portrait (summarized below) were identified and evaluated based on input from student/family focus groups, feedback from the higher education community, and research on higher education. They are selected from available data sources with established definitions and reporting conventions.

### *Student/Family Information*

- Student Characteristics
  - Student level (undergraduate/graduate), and full-time/part-time status
  - Undergraduate student profile (gender, age, race/ethnicity, geographic origin)
- Undergraduate Admissions
  - Number of new freshmen and transfers who applied, were admitted, and enrolled
  - Academic preparation of new freshmen (ACT/SAT test score range for middle 50% of admitted students, high school rank and GPA)
- Cost of Attendance and Financial Aid
  - Typical cost of attendance (full-time, in-state); includes tuition, fees, room & board, other expenses
  - Types of financial aid awarded and percent of students receiving each type; average annual award for need-based scholarships & grants; average annual need-based loan amount
  - Links to campus websites with information on out-of-state student costs and other costs
- Undergraduate Success and Progress Rate
  - Percentage of first-time freshmen or transfer students graduated or still enrolled at an institution of higher education four years and six years after entry
  - One-year retention of first-time, full-time students
- Campus Life
  - Classroom environment (student-to-faculty ratio, class size)
  - Number and characteristics of full-time instructional faculty
  - Student housing (percentage new freshmen and all undergrads living on-campus)
  - Campus safety (links to campus crime statistics)
  - Carnegie Classification of Institutional Characteristics
- Degrees, Areas of Study, and Future Plans
  - Degrees awarded by level
  - Areas of study with the largest number of bachelor's degrees awarded
  - Links to campus websites with information on degree offerings
  - Future plans of bachelor's degree recipients (e.g. employment, graduate study, military)

### *Student Experiences (based on student surveys)*

- Group learning experiences (e.g. worked with other students on assignments outside of class, participated in extracurricular activities)
- Active learning experiences (e.g. worked with a faculty member on a research project, participated in study abroad, participated in an internship)
- Institutional commitment to student learning and success (e.g. ratings of academic advising, perceptions about work required to meet an instructor's standards)
- Student interaction with campus faculty and staff (e.g. perceptions about the availability and helpfulness of faculty, perceptions about the promptness of feedback from faculty)
- Experience with diverse groups of people and ideas (e.g. often tried to understand another point of view, institution contributed to their understanding of people of other racial or ethnic backgrounds)
- Student satisfaction (e.g. would attend institution if they started again, rating of educational experience)

### *Student Learning Outcomes*

- Information about campus efforts to assess student learning and improve outcomes
- Outcomes of tests administered to assess student learning gains (e.g. CLA or ETS)

### How are data displayed in the College Portrait?

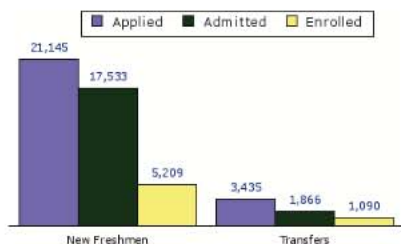
The tables and charts on the following pages provide examples of how data are displayed in the College Portrait. Data are presented in the same format to allow for easy comparison by students and families. College portraits can be viewed at [www.collegeportraits.org](http://www.collegeportraits.org)

# Academic Affairs Highlights

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## Boulder Campus – Student/Family Information

### Undergraduate Admissions



Of the 21,145 new freshman applicants, 83% were admitted and 30% of the admitted students enrolled in Fall 2010.

Of the 3,435 transfer applicants, 54% were admitted and 58% of the admitted students enrolled in Fall 2010.

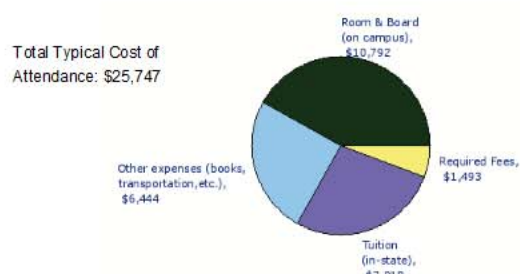
#### Academic Preparation of New Freshmen

Test(s) Required for Admission: SAT or ACT recommended

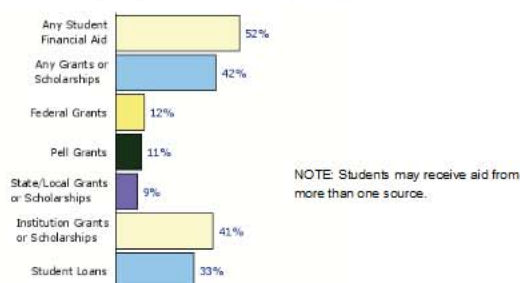
High School Background	
Percent in top 25% of High School Graduating Class	59%
Percent in top 50% of High School Graduating Class	93%
Percent of New Freshmen who submitted HS Class Rank	56%
Average High School GPA (4-point scale)	3.55
Percent who submitted High School GPA	97%

### Cost of Attendance and Financial Aid

Typical Undergraduate Costs for 2010-11 without Financial Aid (Full-Time, In-State Students)

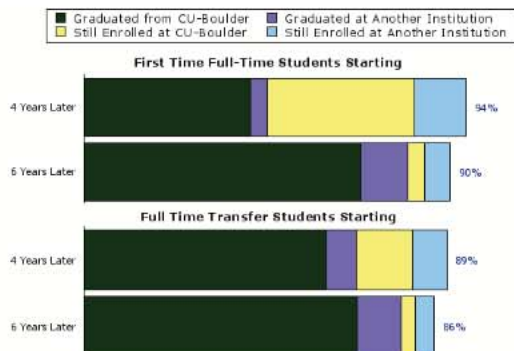


Percent of 2008-2009 Full-time Beginning Students Receiving Each Type of Financial Aid



NOTE: Students may receive aid from more than one source.

### Undergraduate Success and Progress Rate



A 94% four-year success and progress rate means that 94% of students starting in Fall 2004 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2004 entering class shown in the graph:

- 5,081 First-Time, Full-Time Students
- 1,301 Full-Time Transfer Students

## Boulder Campus – Student Learning Outcomes

2009-10 Results from the Collegiate Learning Assessment (for first-time, full-time students)

- Performance Task: "The increase in learning on the performance task is at or near what would be expected at an institution testing students of similar academic abilities."
- Analytic Writing: "The increase in learning on the analytic writing task is at or near what would be expected at an institution testing students of similar academic abilities."

## Boulder Campus – Student Experiences

### Institutional Commitment to Student Learning and Success

- 93% of seniors believe this institution provides support for student success
- 67% of seniors rated the quality of academic advising at this institution as good or excellent
- 52% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 92% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

### Student Satisfaction

- 82% of seniors would attend this institution if they started over again
- 85% of seniors rated their entire educational experience as good or excellent
- 75% of seniors reported that other students were friendly or supportive

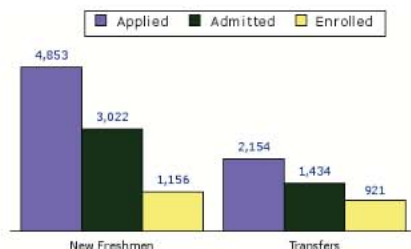


# Academic Affairs Highlights

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## Colorado Springs Campus – Student/Family Information

### Undergraduate Admissions



Of the 4,853 new freshman applicants, 62% were admitted and 38% of the admitted students enrolled in Fall 2010.

Of the 2,154 transfer applicants, 67% were admitted and 64% of the admitted students enrolled in Fall 2010.

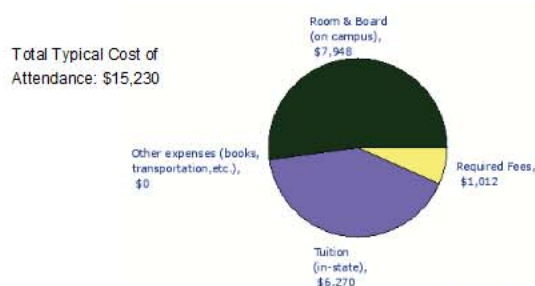
#### Academic Preparation of New Freshmen

Test(s) Required for Admission: SAT or ACT recommended

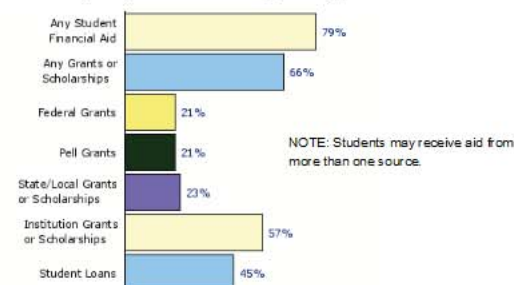
High School Background	
Percent in top 25% of High School Graduating Class	39%
Percent in top 50% of High School Graduating Class	73%
Percent of New Freshmen who submitted HS Class Rank	76%
Average High School GPA (4-point scale)	3.27
Percent who submitted High School GPA	91%

### Cost of Attendance and Financial Aid

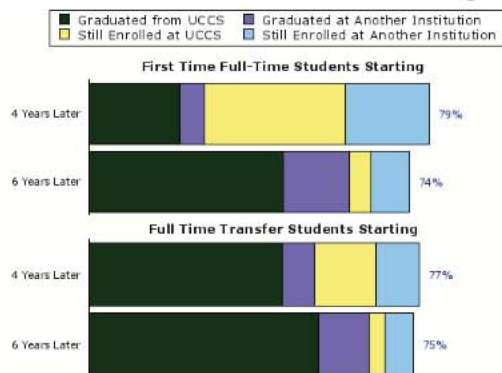
Typical Undergraduate Costs for 2010-11 without Financial Aid (Full-Time, In-State Students)



Percent of 2008-2009 Full-time Beginning Students Receiving Each Type of Financial Aid



### Undergraduate Success and Progress Rate



A 79% four-year success and progress rate means that 79% of students starting in Fall 2004 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2004 entering class shown in the graph:

- 964 First-Time, Full-Time Students
- 682 Full-Time Transfer Students

## Colorado Springs Campus – Student Learning Outcomes

2008-09 Results from the ETS Proficiency Profile (for first-time, full-time students)

- Critical Thinking: "The increase in learning on the performance task is at or near what would be expected at an institution testing students of similar academic abilities."
- Written Communication: "The increase in learning on the performance task is at or near what would be expected at an institution testing students of similar academic abilities."

## Colorado Springs Campus – Student Experiences

### Institutional Commitment to Student Learning and Success

- 93% of seniors believe this institution provides support for student success
- 59% of seniors rated the quality of academic advising at this institution as good or excellent
- 51% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 93% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

### Student Satisfaction

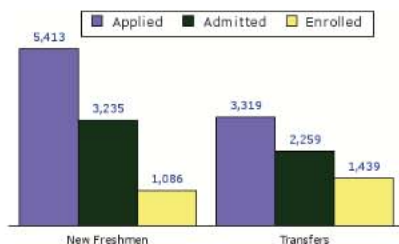
- 76% of seniors would attend this institution if they started over again
- 82% of seniors rated their entire educational experience as good or excellent
- 76% of seniors reported that other students were friendly or supportive

# Academic Affairs Highlights

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## Denver Campus – Student/Family Information

### Undergraduate Admissions



Of the 5,413 new freshman applicants, 60% were admitted and 34% of the admitted students enrolled in Fall 2010.

Of the 3,319 transfer applicants, 68% were admitted and 64% of the admitted students enrolled in Fall 2010.

#### Academic Preparation of New Freshmen

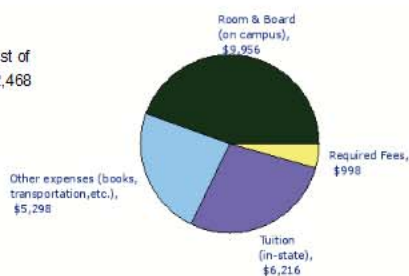
Test(s) Required for Admission: SAT or ACT recommended

High School Background	
Percent in top 25% of High School Graduating Class	40%
Percent in top 50% of High School Graduating Class	79%
Percent of New Freshmen who submitted HS Class Rank	88%
Average High School GPA (4-point scale)	3.29
Percent who submitted High School GPA	97%

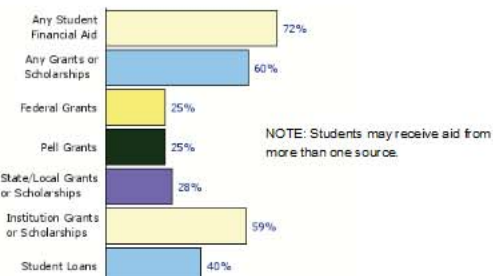
### Cost of Attendance and Financial Aid

Typical Undergraduate Costs for 2010-11 without Financial Aid (Full-Time, In-State Students)

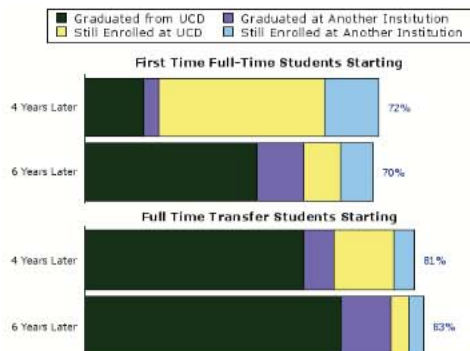
Total Typical Cost of Attendance: \$22,468



Percent of 2008-2009 Full-time Beginning Students Receiving Each Type of Financial Aid



### Undergraduate Success and Progress Rate



A 72% four-year success and progress rate means that 72% of students starting in Fall 2004 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2004 entering class shown in the graph:

- 687 First-Time, Full-Time Students
- 896 Full-Time Transfer Students

## Denver Campus – Student Learning Outcomes

2009-10 Results from the ETS Proficiency Profile (for first-time, full-time students)

- Critical Thinking: "The increase in learning on the performance task is at or near what would be expected at an institution testing students of similar academic abilities."
- Written Communication: "The increase in learning on the performance task is above what would be expected at an institution testing students of similar academic abilities."

## Denver Campus – Student Experiences

### Institutional Commitment to Student Learning and Success

- 93% of seniors believe this institution provides support for student success
- 62% of seniors rated the quality of academic advising at this institution as good or excellent
- 52% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 93% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

### Student Satisfaction

- 74% of seniors would attend this institution if they started over again
- 82% of seniors rated their entire educational experience as good or excellent
- 77% of seniors reported that other students were friendly or supportive