

<i>1) Enhance learning and education of undergraduate students - Culture of excellence, university without walls</i>	<i>95-96</i>	<i>99-00</i>	<i>00-01</i>	<i>01-02</i>	<i>02-03</i>	<i>03-04</i>	<i>04-05</i>	<i>Target 05-06</i>	<i>Target 06-07</i>	<i>Target 07-08</i>
<b>A. Six-year freshman graduation rates</b>										
Entry year (fall)	(1989)	(1993)	(1994)	(1995)	(1996)	(1997)	(1998)	(1999)	(2000)	(2001)
Residents	68%	65%	65%	67%	69%	70%	69%	70%	70%	70%
Non-residents	64%	62%	64%	63%	65%	65%	63%	65%	65%	65%
All freshmen	66%	64%	65%	65%	67%	68%	66%	71%	71%	71%
Students of color	45%	50%	52%	53%	56%	58%	60%	60%	60%	60%
<b>B. Percent of fall, primary, undergraduate class sections</b>										
with under 20 students	45%	46%	46%	47%	46%	43%	45%	40%	40%	40%
with 50 or more students	16%	14%	14%	16%	16%	16%	16%	16%	16%	16%
<b>C. Undergraduate degrees awarded (FY)</b>										
Total number (double-major degrees counted only once)	4,105	4,410	4,239	4,400	4,667	4,799	Avail 8/05	4,400	4,400	4,400
Number to students of color	468	514	522	591	550	573	Avail 8/05	600	600	600
Percent to students of color	11.4%	11.7%	12.3%	13.4%	11.8%	11.9%	Avail 8/05	14%	14%	14%
<b>D. US News ranking, among US public institutions</b>										
Our undergraduate program overall		26th	28th	31st	35th	32nd	Avail 8/05	Top 25	Top 25	Top 25
<b>E. Percent of fall undergraduate course sections with average student ratings of A or B</b>										
For the instructor	81%	84%	84%	84%	83%	85%	85%	85%	85%	85%
For the course	71%	73%	74%	74%	74%	75%	75%	75%	75%	75%
<b>F. Satisfaction among undergraduate survey respondents</b>										
Percent of seniors who would recommend UCB to a friend	83%	(a)	85%	(a)	(a)	82%	Avail 8/08	(a)	(a)	85%
Percent of seniors who are satisfied or very satisfied with their overall academic experience	64%		70%			71%	Avail 8/08	(a)	(a)	75%

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<b>G. Percent of bachelor's recipients who, three to four years after graduating</b>										
Say their UCB program met their educational goals		(a)	96%	(a)	96%	(a)	Avail 8/07	(a)	90%	(a)
Have taken courses toward an advanced degree	(a)	(a)	44%	(a)	41%	(a)	Avail 8/07			
Are enrolled or admitted to a degree-granting program		(a)	32%	(a)	31%	(a)	Avail 8/07			
Expect ultimately to receive an advanced degree	(a)	(a)	82%	(a)	75%	(a)	Avail 8/07			
Would recommend UCB to a friend	(a)	(a)	92%	(a)	94%	(a)	Avail 8/07	(a)	95%	(a)
<b>H. Number or percent of calendar year bachelor's recipients (through December of FY shown) with</b>										
Degrees from combined bachelor's/master's programs		37	57	63	66	60	92	75	75	75
Any honors at graduation	429	516	444	455	555	569	672	600	600	600
--Percent of recipients	10.0%	12.1%	10.2%	10.7%	12.2%	12.3%	13.3%	12%	12%	12%
Thesis honors at graduation	163	205	180	190	221	205	268	200	200	200
--Percent of recipients	3.8%	4.8%	4.2%	4.5%	4.8%	4.4%	5.3%	5%	5%	5%
Study abroad experience (for students entering as full-time freshmen only)		23.7%	26.0%	27.9%	26.7%	25.3%	24.9%	25%	25%	25%
<b>I. Percent of seniors who reported having</b>										
Experience working in jobs related to field of study							63%	Avail 8/08		
<b>J. Number of alumni (through December of FY shown) participating in</b>										
Peace Corps	99	93	81	68	73	97	104	100	100	100
--Rank among universities for number of Peace Corps volunteers	2	2	3	7	6	4	2	3+	3+	3+

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<b>K. Number of entering freshmen in small-group academic programs (fall)</b>										
Honors courses	341	407	386	413	421	440	373			
ROTC	103	84	122	129	140	116	100			
Residential academic programs - Farrand (humanities and service learning), Sewall (American West), Baker (environmental), Smith (international), Libby (arts), Williams (chancellor's leadership), Kittredge (honors), Hallet (diversity)	743	1,103	1,214	1,281	1,337	1,333	1,399	1,400	1,500	1,600
Norlin Scholars		23	31	36	26	24	19			
President's Leadership Class	60	60	60	59	58	51	49			
McNair Institute, Multicultural Engineering Program, Minority Arts and Sciences Program		160	176	176	165	186	176			
Unduplicated total number	1,072	1,502	1,656	1,737	1,780	1,783	1,802			
Unduplicated total as percent of all new freshmen	25%	33%	32%	35%	33%	32%	35%	35%	40%	45%
<b>L. Number of undergraduate participants for the FY in</b>										
Honors courses		1,111	1,057	1,176	1,166	1,215	1,180			
Undergraduate Academy		100	200	235	234	197	202	235	235	235
CU-Boulder study abroad	451	662	718	812	837	919	1,030			
Any study abroad program		1,090	1,008	1,069	1,105	1,159	Avail 4/06			
Independent study		795	841	766	732	915	900			
Internship for credit		854	778	773	872	890	857			
INVST (Service learning)		84	87	91	96	121	207			
Research courses		90	63	72	96	104	80			
Undergraduate research programs (UROP, URAP, SURE)			370	438	235	428	Avail 8/05			

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>1) Enhance learning and education of undergraduate students - Culture of excellence, university without walls</b>										

**Summary**

The many special academic opportunities we offer enrich the undergraduate experience both in and out of the classroom. Our goal is for all undergraduates to have a broad menu of choices for a personalized, small-group academic experience, and other experiences that take them out into the larger community and the world—such as service learning, volunteering, and study abroad—whether they avail themselves of these opportunities or not. Participation in many of these programs has increased dramatically over the last decade.

In the last 10 years, the percent of entering freshmen who are involved in one or more small academic group experiences has increased from 25% in 1995-96 to 35% in 2004-05. These experiences include participation in such programs as Norlin Scholars, the Undergraduate Academy, the Chancellor's Leadership Program, the Honors program, the Undergraduate Research Opportunities Program, and various residential programs. The number of entering freshmen who participate in residential programs each year has more than doubled, from just over 600 students in 1994-95 to 1400 students in 2004-05.

Also, the university is continuing to support undergraduates by offering many avenues through which to participate in community outreach opportunities. Many students find these types of experiences enriching to their overall college experience.

This past year CU-Boulder funded a full-time staff coordinator position for the Volunteer Clearing House (VCH), which had been run by student volunteers since 1965. Students are expected to pledge approximately 25,000 volunteer hours for 2005 in the Volunteer-a-thon (a local volunteer event, as part of National Volunteer Week 4/17-4/23); this is over and above thousands of other volunteer hours undergraduates contribute to the community through non-paid internships, service learning projects and on their own. Additionally, the seven-year-old INVST service learning program continues to grow, with just 50 undergraduates participating in 1998-99 to over 200 students in 2004-05. Just this spring, CU-Boulder established the Institute for Ethical and Civic Engagement (IECE). The Institute will work with CU-Boulder schools and colleges to connect courses, seminars, certificate programs and other elements, utilizing the 120 already existing courses and programs that deal with ethics or civic engagement.

The number of undergraduates who annually participate in a CU study abroad program has more than doubled between 1994-95 and 2003-04, from 450 to over 900 students. By the end of their undergraduate career, 25% of CU bachelor's recipients have participated in some kind of study abroad experience.

After our undergraduates leave CU-Boulder, many of them still continue their tradition of service to their community and the world at large. CU-Boulder ranked second among all U.S. colleges and universities in the number of Peace Corps volunteers for calendar year 2004.

A second CU-Boulder goal for undergraduate education is an increase in the graduation rates of entering freshmen. In interpreting graduation rates we will consider the many contextual factors that affect them, including

- the percentage of high school graduates enrolling as freshmen (currently over 7% of Colorado graduates),
- the academic preparation of entering students (stable for 10 years, with a slight upturn fall 2001),
- enrollment of top academic achievers from state high schools,
- tuition rates and need- and merit-based financial aid, particularly from institutional monies, and
- participation in one or more special opportunity programs such as honors, a residential academic program or the Undergraduate Research Opportunities Program.

**2) Promote excellence in research and graduate education - Culture of excellence, university without walls**

**95-96 99-00 00-01 01-02 02-03 03-04 04-05 Target 05-06 Target 06-07 Target 07-08**

**A. Sponsored research, FY**

Awards (millions)	\$134	\$214	\$219	\$229	\$250	\$260	Avail 8/05	\$265	\$267	\$270
Number of awards	1,471	1,506	1,662	1,693	1,742	1,632	Avail 8/05	1,850	1,900	1,950

**B. FY graduate-level degrees awarded (double-major degrees counted only once)**

Master's	940	1,043	992	999	1,061	1,043	Avail 8/05			
Juris doctor (law)	152	172	144	163	151	156	Avail 8/05			
PhD	297	266	290	256	299	280	Avail 8/05			
Total	1,389	1,481	1,426	1,418	1,511	1,479	Avail 8/05	1,600	1,600	1,600
Number to students of color	141	152	154	134	145	146	Avail 8/05	170	170	170
Percent to students of color	10.3%	10.2%	10.8%	9.4%	9.7%	9.7%	Avail 8/05	10%	10%	10%

**C. Fall enrollment, degree-seeking graduate-level students (end of term). Includes extended studies**

Doctoral students	2,172	2,004	1,956	1,975	2,109	2,211	2,294			
Law (JD) students	497	492	480	488	477	493	498			
MBA students	209	259	215	199	167	188	167			
Combined master's/bachelor's students		96	123	116	128	140	167	175	175	175
Other master's students	2,229	2,089	2,058	2,040	2,067	2,092	1,989			
Total degree-seeking graduate-level enrollment	5,107	4,940	4,832	4,818	4,948	5,124	5,117	5,300	5,300	5,300
Number of above in extended studies only	266	349	308	307	300	352	410			

**D. Percent of graduate degree recipients who, three to four years after graduating**

Say their UCB program met their educational goals						97%	Avail 8/07	(a)	90%	(a)
Would recommend UCB to a friend						91%	Avail 8/07	(a)	90%	(a)

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>2) Promote excellence in research and graduate education - Culture of excellence, university without walls</b>										
<b>E. Percent of graduate students who rate the following as "good" to "excellent"</b>										
Overall program quality							91%	Avail 3/06	90%	(a) (a)
Program space and facilities							65%	Avail 3/06	70%	(a) (a)
<b>F. Percent of fall graduate-level course sections with average student ratings of A or B</b>										
For the instructor	89%	89%	91%	89%	91%	90%	90%	90%	90%	90%
For the course	85%	86%	87%	88%	87%	87%	88%	87%	87%	87%
<b>G. Technology transfer</b>										
Number of U.S. patents awarded	24	19	27	17	23	19	Avail 10/05	35	35	35

**Summary**

Our first goal in research and graduate education is to maintain our fine record of achievement in research funding and program quality. This includes retaining top faculty and increasing faculty salaries (see Goal 8).

While graduate students report satisfaction with their programs, graduate enrollments have grown only slightly in recent years. While other research universities have also lost graduate enrollment, we aim to return total degree-seeking graduate enrollment to 5,300, with some of these students enrolled exclusively in extended studies. This will require increased recruiting of domestic and international students; and significant enhancements in fellowship funding.

We are encouraged by recent findings from the fall 2003 Graduate School survey which showed 97% of both master’s and doctoral students reporting that their degree program at CU-Boulder met their educational goals and over 90% rating the overall quality of their program as “good” to “excellent.” Graduate students also rated the intellectual atmosphere of their educational experience very highly. Over 90% said that the intellectual quality of their fellow graduate students was “good” to “excellent” and over 95% reported that the intellectual quality of the faculty as “good” to “excellent.”

However, one area that needs special attention is funding for graduate program facilities. Over a third of graduate students reported that the space and facilities of their program were in “poor” to “fair” condition. Some of the more frequent complaints addressed the inconvenience of reduced hours at the libraries and the need for improvement in library holdings. Graduate students also mentioned over-crowding in the computer labs and burdens of the pay-for-print program.

An online application service for all Graduate School departments, called “Apply Yourself,” is planned for launch January 2006.

3) *Nurture a diverse campus environment - Diversity, culture of excellence*

95-96 99-00 00-01 01-02 02-03 03-04 04-05 *Target* 05-06 *Target* 06-07 *Target* 07-08

**A. One year retention rates of full-time fall freshmen**

Entry year (fall)	(1994)	(1998)	(1999)	(2000)	(2001)	(2002)	(2003)	(2004)	(2005)	(2005)
Resident freshmen of color	77%	83%	85%	83%	81%	87%	87%	87%	87%	87%
All resident freshmen	82%	85%	85%	85%	86%	87%	87%	87%	87%	87%

**B. Diversity of tenured and tenure-track faculty**

Number of tenured and tenure-track faculty of color	110	133		138	139	148	144	150	155	160
--Percent tenured and tenure-track faculty of color	11%	14%		15%	15%	16%	15%			
Number of female tenured and tenure-track faculty	246	269		256	255	266	268	280	285	290
--Percent female tenured and tenure-track faculty	24%	26%		27%	28%	28%	29%			

**C. Percent of undergraduate students of color who**

Say they feel accepted at UCB	(a)	(a)	(a)	68%	(a)	(a)	Avail 3/07	(a)	70%	(a)
Rate UCB as a good or great place to be for all students	(a)	(a)	(a)	65%	(a)	(a)	Avail 3/07	(a)	70%	(a)
--Rating by all undergraduates, for comparison	(a)	(a)	(a)	69%	(a)	(a)	Avail 3/07	(a)	70%	(a)

**D. See also**

Numbers of degrees and graduation rates under topics 1) and 2)

Share of Colorado high school graduates in 4)

3) *Nurture a diverse campus environment - Diversity, culture of excellence*

<i>95-96</i>	<i>99-00</i>	<i>00-01</i>	<i>01-02</i>	<i>02-03</i>	<i>03-04</i>	<i>04-05</i>	<i>Target 05-06</i>	<i>Target 06-07</i>	<i>Target 07-08</i>
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**Summary**

We have had some long-term success attracting and graduating students of color. Between 1990 and the current year, bachelor’s degree recipients of color increased from 350 to 573. In the same period, graduate-level degrees to students of color increased from 93 to a high of 154 in 2000-01 (from 6-7% to 10-11% of all graduate-level degrees). The retention rate for resident freshmen of color is now equal to that of all resident freshmen. The six-year graduation rate for undergraduate students of color entering as freshmen is at an all-time high and has steadily increased by 15 percentage points over a seven-year period.

The campus has also registered significant gains in faculty diversity. The number of tenured and tenure-track faculty of color has more than doubled since fall 1989, from 70 (8% of total faculty) to 144 (15%) in 2004. In the same period, the number of female faculty increased by 41%, from 188 (20%) to 268 (29%).

Our goals in diversity are specified in Diversity and Equity: A Blueprint for Action, issued June 1999. These goals include increases for graduate and undergraduate degrees, for new students, for retention and graduation rates, for faculty and staff of color, and for female faculty. The plan also articulates goals for a campus environment that is inclusive, safe and respectful of all people, and for learning experiences for diversity, to enhance awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff. For time series and plots for each diversity goal, see <http://www.colorado.edu/pba/div/dplanstat/goal40tab.htm>.

**4) Provide broad access to institutional resources to the citizens of Colorado - University without walls, integrated infrastructure**

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>A. Percent of Colorado high school graduates enrolling at CU-Boulder (fall)</b>										
As freshmen	7.0%	7.1%	7.3%	7.0%	7.4%	7.4%	7.2% (est.)	5-7%	5-7%	5-7%
--students of color	7.2%	5.8%	6.1%	6.3%	6.6%	6.1%	6.2% (est.)	5-7%	5-7%	5-7%
<b>B. Percent of resident students with financial aid (FY)</b>										
Undergraduates	56%	54%	52%	47%	54%	55%	56%			
Graduates	53%	66%	65%	58%	64%	64%	66%			
<b>C. Interlibrary loans to other libraries</b>										
Number of requests filled (thousands)	32.7	46.8	44.6	45.3	48.2	41.6	Avail 12/05			
<b>D. Courses delivered away from campus</b>										
Video technology (CAETE, was CATECS), enrollments		1,465	1,447	1,244	1,123	1,150	Avail 8/05	1,040	990	940
<b>E. Extended studies enrollment (all delivery types)</b>										
Credit enrollments, headcount		9,000	9,290	10,285	12,190	12,362	Avail 8/05	9,900	9,900	9,900
Non-credit enrollments, headcount		11,000	9,733	7,931	4,792	4,281	Avail 8/05	3,750	3,750	3,750
Total number of classes		1,771	1,731	1,677	1,642	2,171	Avail 8/05	1,550	1,550	1,550
<b>F. Outreach grants</b>										
Number of awards		46	42	40	28	27	33	35	35	35
Dollars awarded (thousands)		\$240	\$210	\$199	\$152	\$144	\$186	\$195	\$195	\$195
<b>G. Accessibility</b>										
Percent of campus facilities classified as accessible		71%	73%	74%	77%	77%	77%	78%	78%	78%

**4) Provide broad access to institutional resources to the citizens of Colorado - University without walls, integrated infrastructure**

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>H. Pre-Collegiate Development Program (AY)</b>										
Number of high school (grades 9-12) participants	284	335	437	424	293	307	344	300	300	300
Number of middle school (grades 6-8) participants		397	349	384	249	249	302	250	250	250
Percent enrolled in post-secondary education	100%	98%	98%	98%	84%	89%	90%	90%	90%	90%

**Summary**

We now enroll 7% of Colorado high school graduates as new freshmen, plus another 2-3% as transfers. This is a higher proportion than flagship universities in most other states enroll. We think we can best serve both the State of Colorado and our students by emphasizing “quality growth” rather than enrollment growth, as enunciated in our Quality for Colorado plan.

The great success of our Pre-Collegiate Development Program in preparing first generation and low income students for college contributes to our effort to provide access to Colorado residents.

We also share our resources with Colorado citizens through extended studies and outreach programs that bring the university’s expertise, talents, and programs to diverse constituencies throughout Colorado. Examples include a large number of enrollments through credit and non-credit extended studies, and a "CU 4 K-12" web site (<http://www.Colorado.EDU/cu4k12/>) designed to link CU-Boulder programs with K-12 teachers and principals throughout the state. The Division of Continuing Education and Professional Studies offers lifelong learning opportunities to a diverse student population, striving to meet market demand for new programs while meeting academic needs. We aim to continue expanding our record of connecting with and enriching the lives of the citizens of Colorado in a variety of ways.

5) *Lead in the use and study of technology - Using resources wisely, integrated infrastructure, university without walls*

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
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**A. Information technology studies**

Enrollments in courses in IT subjects (FY)

--Undergraduate	8,425	6,747	6,539	5,969	5,703	5,558	Avail 8/05	5,000	5,000	5,000
--Graduate	8,425	3,065	2,777	2,703	2,571	2,146	Avail 8/05	2,000	2,000	2,000
Number of new IT programs since 98-99 (cumulative)		1	1	1	2	2	2	3	3	3

**B. Use of computers on campus**

Percent of new freshmen with their own computers		85%	93%	95%	95%	95%	98%	95%	95%	95%
Percent of students with e-mail accounts		87%	90%	100%	100%	100%	100%	100%	100%	100%
Number of campus e-mail accounts--students, faculty, staff, and affiliates (thousands)		37	38	45	45	45	45	45	45	45
Number of campus computers connected to Internet (thousands)		20	21	22	24	25	25	25	25	25
Percent of residence hall rooms wired		100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of campus computers/workstations available to all students (including labs)		1,510	1,520	1,525	1,525	1,525	1,525	1,545	1,555	1,560
Number of students enrolled in at least one class with WebCT (online learning management system) interface (fall of FY shown)			10,754	11,564	13,215	16,851	19,738			
Percent of students using CU Connect (see discussion under Goal 7)						23.5%	97.6%			
Percent of faculty/staff using CU Connect (under development, see discussion)										

**C. Courses delivered online**

See listing under goal 4, Access

5) <i>Lead in the use and study of technology - Using resources wisely, integrated infrastructure, university without walls</i>	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>D. Infrastructure</b>										
Percentage of campus with current generation connectivity (switched network ports)		9%	15%	18%	100%	100%	100%	100%	100%	100%
Percentage of centrally scheduled classrooms with network connectivity		48%	58%	70%	70%	70%	70%	85%	85%	85%
Email storage available for students (in MB/student)			5	5	20	20	20			
File storage available for students (in addition to email storage) (in MB/student)							100			

**Summary**

The importance of technology in the delivery of education on campus is growing considerably, and CU-Boulder continues to rank high in its ability to provide students and faculty with information technology support. Email storage for students has increased from 5 MB to 20 MB. File storage of 100 MB per student, in addition to email storage, was just added in 2004-05. Enrollments in courses in information technology are considerable, and working professionals and others can earn certification in several areas of information technology through continuing education.

Campus programs associated with the ATLAS Institute, the Alliance for Technology, Learning, and Society, continue to enhance our performance and reputation in the study of technology. We aim to increase the number and range of IT programs for students and the number of students graduating with majors, minors, and certificates in IT disciplines. This includes the Technology, Arts, and Media (TAM) certificate program, which has grown to 250 students, and the new Multidisciplinary Applied Technologies (MAT) certificate program. The School of Journalism has officially adopted TAM as a minor. The College of Engineering is incorporating TAM and MAT into its humanities and social sciences offerings. In addition, the Department of Computer Science is investigating how TAM offerings could be integrated into its major, and is using TAM as a model for changing the culture of its undergraduate major.

ATLAS is one of the founding partners of the National Center for Women and Information Technology. Involvement with the Center is furthering the campus's reputation in excellent research in IT. In addition, ATLAS leads in the creation of the Colorado hub of the National Center that is already bringing together all CU campuses and partners from industry, postsecondary and K-12 institutions, and foundations from throughout the Front Range.

The campus is making steady progress on a student Information and Information Technology Literacy and Fluency initiative, and continues to aim to increase the use of technology in teaching and learning campus-wide. The number of students enrolled each fall in at least one class with WebCT interface (the online learning management system) has increased by 9,000 over the past 5 years.

New features continue to be added to CUConnect. The most significant development, perhaps, is the expansion of CUConnect to include faculty and staff. Spring 2005 saw a limited rollout of a faculty course toolkit to a small set of faculty. This toolkit provides the faculty member with a view of his or her teaching schedule, class roster lists and photo class rosters for each of their classes as well as tools such as roster download, course management requests, home page url posting (for student reference), and access to a variety of campus services. Many additional features are in the process of being developed for both faculty and staff – in addition to the work that continues for the student users of CUConnect.

<b>6) Provide outstanding administrative support services - Using resources wisely, culture of excellence</b>	<b>95-96</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>Target 05-06</b>	<b>Target 06-07</b>	<b>Target 07-08</b>
<b>A. Productivity and efficiency</b>										
Average turnaround in days, selection process for new employees		30	31	36	46	35	36	35	35	35
HR-related employee training (number of participants)	6,076	8,320	8,356	8,440	6,893	7,117	6,885	4,200	4,200	4,200
Use of alternative transportation modes (number of bus trips by faculty/staff)		11,782	11,474	12,696	13,148	13,250	13,148	13,550	13,550	13,550
Default rate for Perkins Loan cohort	8.25%	4.85%	4.34%	3.62%	2.55%	1.49%	Avail 7/05			
Percent of tuition uncollected in current fiscal year		0.52%	0.52%	0.45%	0.49%	0.35%	Avail 7/05	0.5%	0.5%	0.5%
Percent of hazardous waste treated vs. disposed		0%	8%	36%	37%	30%	33%	40%	40%	40%
Office of Contracts and Grants operating expenditures as a percentage of award dollars received	0.43%	0.39%	0.43%	0.43%	0.42%	0.41%	Avail 11/05	0.4%	0.4%	0.4%
<b>B. Satisfaction with administrative services</b>										
Office of Employee Development, percent of course-takers saying satisfied		85%	89%	93%	91%	87%	87%	87%	87%	87%
Police department customer survey, average response (scale 1-5, 5 outstanding)		4.70	4.86	4.78	4.81	4.68	Avail 8/05	4.6+	4.6+	4.6+
<b>C. Losses due to workman's compensation, grievances or other claims</b>										
Number of job grievances	15	4	6	7	6	9	11	8	8	8
Cost of risk insurance and recharges (millions)	\$5.8	\$6.8	\$6.0	\$5.9	\$5.1	\$5.5	\$11.4			
Unemployment compensation claims, percent resolved with no payment		85%	86%	87%	85%	90%	89%	88%	88%	88%
<b>D. Management of buildings and other capital assets</b>										
Deferred and controlled maintenance expenditures as a percent of current replacement value			1.34%	1.04%	0.26%	0.46%	0.44%	0.36%	0.36%	0.36%

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>6) Provide outstanding administrative support services - Using resources wisely, culture of excellence</b>										

**Summary**

Campus administrative services facilitate the achievement of the institution’s academic and research objectives. Administrative units serve as effective fiduciaries of the campus’ assets and resources and as strong advocates for the development and maintenance of the institution’s human, financial, and physical infrastructure.

**Productivity and Efficiency:** In order to provide high quality administrative services, we strive to increase employee productivity through the use of technology, training, consulting, recruitment and selection of classified and exempt professional staff, among other means. We recognize that effective selection and development of employees are critical to the delivery of high quality administrative services; therefore we offer an extensive employee development program. Organizational development services are also provided, recognizing that without proper organizational support, employees cannot function at an optimal level. The strategic integration of technology in support of business processes and decision making is also important for achieving an efficient operation, as demonstrated through continued improvements to the PeopleSoft applications and the replacement of the campus’ facilities management system.

**Satisfaction with Administrative Services:** Surveys are widely used to determine the level of satisfaction customers have with our services. For example, participants in employee development programs are surveyed to ascertain the quality of delivery and content, and the pertinence of courses to them in performing their jobs. Additionally, the Police Department conducts an annual survey to determine the level of satisfaction the public, internal and external to the university, has with their services. Surveys are used to modify programs to enhance quality and effectiveness.

**Losses Due to Workers’ Compensation, Grievances or Other Claims:** We protect the financial assets of the campus and university through our labor relations and support services programs, thereby minimizing the number of job grievances and unemployment compensation claims. The campus has developed extensive loss prevention programs that have been effective in reducing the campus’ total cost of risk. Programs have been developed to address workplace safety issues in an effort to control workers’ compensation claims. An extensive effort by the Office of Sexual Harassment has provided sexual harassment workshops for approximately 3,174 employees in 2003-04.

**Management of Buildings and Other Capital Assets:** Greater than 75 percent of our buildings are over 25 years old, and we have a significant backlog of deferred maintenance. Needs arising from changing demands on the use of facilities continue to increase the level of reinvestment needed for our facilities. We gauge the appropriateness of our institutional support for controlled and deferred maintenance with benchmarks from peer institutions. The campus’ goals for capital development are stated in the campus master plan. No new state controlled maintenance funding has been received since FY 2001-02.

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>7) Provide outstanding student support services - Using resources wisely, culture of excellence</b>										
<b>A. Study abroad, internships, residential academic programs, and other special opportunities</b>										
See listings under goal 1, Undergraduate education										
<b>B. Percent of seniors who are satisfied with</b>										
University libraries	88%	(a)	91%	(a)	(a)	93%	Avail 8/08	(a)	(a)	90%
Recreation Center	95%	(a)	91%	(a)	(a)	91%	Avail 8/08	(a)	(a)	90%
University Memorial Center food services			75%	(a)	(a)	82%	Avail 8/08	(a)	(a)	80%
University Memorial Center, excluding food services			77%	(a)	(a)	92%	Avail 8/08	(a)	(a)	90%
Registration in registrar's office	88%	(a)	90%	(a)	(a)	89%	Avail 8/08	(a)	(a)	90%
Academic records and transcripts	87%	(a)	91%	(a)	(a)	93%	Avail 8/08	(a)	(a)	90%
Bursar's office	81%	(a)	84%	(a)	(a)	87%	Avail 8/08	(a)	(a)	90%
Advising in their college/school	55%	(a)	63%	(a)	(a)	62%	Avail 8/08	(a)	(a)	80%
Study Abroad	77%	(a)	88%	(a)	(a)	89%	Avail 8/08	(a)	(a)	90%
NightRide/NightWalk			86%	(a)	(a)	91%	Avail 8/08	(a)	(a)	90%
Career services	62%	(a)	70%	(a)	(a)	74%	Avail 8/08	(a)	(a)	80%
<b>C. Percent of seniors who said they used</b>										
NightRide/NightWalk			16%	(a)	(a)	23%	Avail 8/08	(a)	(a)	25%
<b>D. Number of users/opportunities</b>										
Career services: Number of employers recruiting on campus	Over 400	322	Over 500	399	471	600	600	600	600	600

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>7) Provide outstanding student support services - Using resources wisely, culture of excellence</b>										

**Summary**

CU-Boulder provides a comprehensive set of services designed to support students in their intellectual and personal development. Students state high satisfaction with student services, with little change over time. Our goal is to maintain this quality with renewed focus on excellent service delivery, improvements in campus safety, and promotion of a strong sense of community on campus.

Surveys of seniors over time and of cohorts of entering freshman since summer 2002 indicate particularly high levels of satisfaction with Recreation Center programs and services, with residence hall living, the Student Academic Services Center, Nightride/Nightwalk, Study Abroad programs, and services at University libraries and the University Memorial Center (UMC).

Seniors' satisfaction with both the food services and other services at the UMC has increased dramatically between 2001 and 2004, most likely due to the extensive building renovation that occurred in 2002. Other services that have seen a steady increase in satisfaction ratings by seniors over the last decade include Career Services (from under 60% to almost 75), advising in the student's school or college (from under 50% to over 60%), Study Abroad (from 77% to 89%), and Night Ride/Night Walk (from 86% to 91%).

The Night Ride/Night Walk program's ridership has continued to increase substantially over the last 7 years. So far 16,343 clients have been served for the 2004/2005 year (compared to 5,220 in 1998/99), and the program projects over 18,000 clients will be served by the end of the spring semester. The program currently operates four vehicles: three off-campus, and an on-campus electric vehicle. Demand for the program is very high, and unfortunately the program has been unable to accommodate 19% of scheduled requests and is unable to answer about 20% of calls. Because of this, the program gives priority to single clients, which make up about 40% of total users. For the Fall 2005 semester, the program hopes to add another off-campus vehicle and an additional phone line to better meet demand.

Satisfaction with the Financial Aid Office has increased over the years as well, perhaps due in part to greater use of the web to streamline the process of applying for and receiving funds (e.g., on-line promissory note).

A number of significant projects are underway on campus to improve students' experience with civic engagement work and to better help students connect their academic learning to the concrete problems and challenges facing the communities in which they live and work. See Goal 1 for further information about these initiatives.

CUConnect, the secure web portal that was introduced to CU-Boulder students in January 2004, is running at full steam. One year after its introduction, 97.6% of the CU-Boulder main campus student body is using CUConnect for services including on-line schedule and grades, bill balance and detail information as well as on-line bill pay, a GPA calculator, course management tools, and personal calendaring. Information published within CUConnect ranges from targeted vital announcements, to news from 17 different campus sources (such as Student Government, Campus Press, Health & Wellness, Career and Internship, Diversity, and various CU-Boulder schools and colleges), to a campus events calendar and academic calendar, to student employment listings – and much more. During fall semester finals (and grade-checking), close to 12,000 students per day were logging into CUConnect (this reflects unique logins and does not count multiple logins for the same student). The night before spring semester classes began, 12,443 students logged in, presumably to check their class schedules. Since that time, daily weekday usage has been averaging in the high 2000's to low 3000's.

<b>8) Maintain existing excellence - Increasing resources and using them wisely, culture of excellence</b>	<b>95-96</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>Target 05-06</b>	<b>Target 06-07</b>	<b>Target 07-08</b>
<b>A. Endowment</b>										
Endowment as of 6/30 (millions)		\$207	\$204	\$193	\$192	\$225	Avail 07/05	\$260	\$260	\$260
Number of endowed chairs as of 6/30	5	12	17	21	23	26	26	40	40	40
<b>B. Library holdings</b>										
Volumes held (millions, end of FY)	2.67	2.92	2.98	3.02	3.31	3.48	Avail 8/05	3.3	3.3	3.3
<b>C. Undergraduate tuition as percent of AAU public mean</b>										
Resident	77%	76%	75%	75%	71%	69%	67%	95%	95%	95%
Non-resident	133%	130%	130%	129%	127%	122%	117%	110%	110%	110%
<b>D. Percent of FY student credit hours taught by regular faculty with continuing appointments (including instructors)</b>										
Lower division undergraduate	65%	68%	67%	69%	62%	65%	Avail 8/05			
Upper division undergraduate	76%	71%	74%	75%	73%	73%	Avail 8/05			
Graduate	86%	83%	82%	82%	79%	79%	Avail 8/05			
All	72%	71%	71%	73%	68%	69%	Avail 8/05	70-75%	70-75%	70-75%
<b>E. Percent of FY student credit hours taught by tenured/tenure- track faculty</b>										
Lower division undergraduate	45%	37%	35%	34%	32%	35%	Avail 8/05			
Upper division undergraduate	59%	50%	49%	52%	49%	50%	Avail 8/05			
Graduate	83%	76%	76%	74%	74%	73%	Avail 8/05			
All	55%	46%	44%	44%	42%	44%	Avail 8/05	50%	50%	50%

8) *Maintain existing excellence - Increasing resources and using them wisely, culture of excellence*

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>F. Faculty total compensation, percent difference from AAU public average</b>										
Full professors	-4.7%	-7.9%	-9.5%	-10.6%	-7.5%	-7.1%	-7.2%			
Associate professors	-0.6%	-6.2%	-5.8%	-6.0%	-2.9%	-2.5%	-2.4%			
Assistant professors	-1.4%	-7.1%	-7.4%	-7.1%	-3.3%	-3.0%	-2.3%			
All ranks	-3.2%	-7.3%	-8.3%	-8.8%	-5.5%	-5.1%	-5.1%	0%	0%	0%
<b>G. Faculty qualifications</b>										
Percent of regular faculty (with continuing appointments, including instructors) with terminal degrees		86%	91%	91%	91%	90%	92%	90%	90%	90%
Number of members, national academies	21	25	26	25	27	26	28	30	30	30
<b>H. Student:faculty ratio</b>										
Fall degree-seeking students (headcount) to tenured/tenure-track faculty	23.2	24.8	25.0	26.1	27.0	28.2	28.9	24-26	24-26	24-26

	95-96	99-00	00-01	01-02	02-03	03-04	04-05	Target 05-06	Target 06-07	Target 07-08
<b>8) Maintain existing excellence - Increasing resources and using them wisely, culture of excellence</b>										

**Summary**

The keys to excellence, and to achieving our goals in all other areas, are resources, management flexibility, understanding our situation, and clear priorities.

Our revenue picture is complex, but the story of two key components is sobering. In the last 15 years, resident tuition rates have fallen from 100% of the AAU public average to 67% of average. And our unrestricted state appropriation per resident student FTE is the lowest among all AAU publics, at less than 30% of the average. These realities act together to make us extraordinarily dependent for basic resources on students from outside Colorado, and on federal funding and indirect cost recoveries.

The same picture emerges when examining resource use. CU-Boulder faculty compensation was 1% below the AAU public average in '92-93, but had dropped to 9% below the peer average by 2001-02. A major effort to improve faculty compensation has reduced the difference from peer average to 5.1% below, still a greater gap than desired. Our library holdings have also deteriorated relative to peers.

Regular faculty with continuing appointments and appropriate terminal degrees, including instructors and senior instructors, teach 65-79% of student credit hours (SCH), depending on course level. However, tenured and tenure-track faculty teach 35% of lower division SCH, and half of upper division SCH, both about 10 percentage points under the level in 95-96. Regular faculty, research professionals, adjunct and adjoint faculty, and graduate students all contribute to classroom instruction, oversight of independent academic work, and student involvement in research. We are using peer data to inform our ongoing consideration of appropriate teaching loads and staffing patterns.

Our overall goal in maintaining excellence is securing sufficient and stable resources and the flexibility to use them to meet campus goals. The key to maintaining excellence is our Quality for Colorado plan (see <http://www.colorado.edu/chancellor/quality4colo/index.html>), which proposes a partnership among students, parents, the state of Colorado, and the university to invest in students while supporting the economic vitality of Colorado. Quality for Colorado emphasizes "quality growth" rather than enrollment growth.

*This document was compiled by CU-Boulder's Institutional Research area, part of Planning, Budget, and Analysis, with coordination by Annie Thayer and oversight by Lou McClelland.*