

**University of Colorado at Boulder**  
**2007 Campus Performance Measures – Summary of Goals**  
**Updated 10/2007**

See the [2007 Campus Performance Measures Report](#) for numerical data over time.

**Goal 1 – Enhance undergrad learning/education**

A primary goal of the University is to expand and maintain educational opportunities that enhance and complement the traditional classroom experience. CU-Boulder offers many special academic opportunities to enrich the undergraduate experience both in and out of the classroom. All undergraduates have a broad array of choices that range from personalized, small-group academic programs to other programs that take them out into the larger community and the world—such as service learning, volunteering, and study abroad. Participation in many of these programs has increased dramatically over the last decade.

**Special Academic Programs**

More than one third (37%) of entering freshmen are involved in one or more small academic groups. These learning experiences include participation in such programs as Norlin Scholars, the Undergraduate Academy, the Chancellor's Leadership Program, the Honors program, undergraduate research programs, and various residential academic programs, known as RAPs. Each of the eight RAPs has a different focus, including, for example, natural and environmental sciences, the arts, leadership, and honors. The number of entering freshmen who participate in RAPs each year has more than doubled, from 766 students in 1996-97 to 1,665 students in 2006-07.

**Service Learning and Community Outreach**

The university also continues to offer numerous avenues through which undergraduates may participate in community outreach programs. These include the Chancellor's Leadership Residential Academic Program (CLR), the Ethnic Living Learning Community (ELLC), the INVST Community Leadership Program (CLP), and the Puksta Scholars Program. Many students find such community participation enriching to their overall college experience.

The INVST Community Leadership Program (CLP) develops community leaders who engage in compassionate action as a lifetime commitment. Each year, up to 16 University of Colorado at Boulder students who are exceptional among their peers and are committed to making a positive difference with their lives are comprehensively trained through exposure to varied learning opportunities over the course of two years. Throughout the program, students critically reflect on concepts and theories in areas such as leadership, social change, democracy, nonviolence and sustainable development. In addition, they develop expertise in skills such as meeting facilitation, inclusive decision-making, conflict resolution, fundraising, grant proposal writing, organizing, grassroots lobbying and public speaking.

For more than 40 years, CU-Boulder student volunteers have operated the Volunteer Clearing House (VCH), a campus program which has continued to grow and serve students and the community in various ways. For instance, in 2005-06 the VCH strengthened its student volunteer-run Alternative Breaks program, introduced a pilot Internship Program, and hosted several new on-campus service events and a first annual community service day, called "Better Boulder Better World 2006." The Alternative Breaks program hosted a fall service day at Community Food Share during Fall Break, in which nearly 2 tons of food were collected, as well as three week-long service projects during spring break—hurricane recovery in New Orleans, youth empowerment in rural Montana, and domestic violence recovery at Shiprock Reservation in New Mexico. Forty students participated in these spring break volunteer trips. CU-Boulder's ongoing commitment to the VCH is evidenced by the recent funding of a full-time paid staff coordinator position in 2004.

In August of 2005, CU-Boulder established the Institute for Ethical and Civic Engagement (IECE) to further support ethical and civic engagement through co-curricular activities and greater collaboration with community groups. The IECE fosters the ethical dimensions of education, provides our students with a more meaningful learning experience, and contributes to the vitality of the many communities we serve from the local level to the global. The Institute works with CU-Boulder schools and colleges to coordinate and enhance existing courses, seminars, certificate programs, and other elements that currently deal with ethics or civic engagement. The IECE also assists faculty and academic departments in developing new offerings that incorporate ethical inquiry and civic engagement in their programs. For more information about the IECE and its programs see: [www.colorado.edu/iece](http://www.colorado.edu/iece).

Due to its extensive programming of service learning and civic engagement, the University was selected for inclusion in the 2005 book: "Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement." This book recognizes schools that, through the integration of community and public service with academic life, represent the best of civically engaged higher education.

### **Study Abroad and Peace Corps**

The number of undergraduates who annually participate in a CU study abroad program has more than doubled in the last ten years, from approximately 500 students to over 1,000 students. By the end of their undergraduate career, over 25% of CU-Boulder bachelor's recipients who started here as freshmen have participated in some kind of study abroad experience.

After our undergraduates leave CU-Boulder, many of them continue their tradition of service to their community and the world at large. CU-Boulder has been ranked among the top three of all U.S. colleges and universities in the number of Peace Corps volunteers for the last four consecutive years. CU-Boulder ranks sixth nationally in total number of volunteers since the Peace Corps was founded in 1961.

### **Graduation Rates**

Another CU-Boulder goal for undergraduate education is an increase in the graduation rates of entering freshmen. Graduation rates are affected by many factors, including academic preparation (primarily SAT/ACT scores and predicted CU GPA) of incoming freshmen, which has been steadily increasing over the last ten years. Other factors that influence graduation rates are the following:

- the percentage of high school graduates enrolling as freshmen (approximately 7% of Colorado graduates over the last ten years),
- 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.

The six-year graduation rate for all freshmen has remained around 66%. However, there have been notable successes in graduation rates for students of color. The six-year graduation rate for students of color, which ranged from 45%-50% in the 1990s, ranges from 52%-60% in the 2000s.

The number of students receiving any honors at graduation has steadily increased from 476 students ten years ago to approximately 650 students in 2006-07.

## **Goal 2 – Promote excellence in research and graduate education**

Our first goal in research and graduate education is to maintain our fine record of achievement in research funding and faculty honors. 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. We aim to reach a total degree-seeking graduate enrollment of 5,300, with some of these students enrolled exclusively in extended studies. Total degree-seeking graduate-level enrollment in 2006-07 was 4,961, up slightly from the previous year.

We are encouraged by findings from the summer 2007 Alumni Survey which shows 92% of both master's and doctoral students report that their degree program at CU-Boulder met their educational goals; 86% said they would recommend CU-Boulder to a friend planning to attend college. The Alumni Survey will be repeated again in spring 2011. Additionally, on both the fall 2003 and 2005 Graduate Student Surveys, in which over 3,000 current graduate students were surveyed, approximately 90% of respondents in both years rated the overall quality of their graduate program as "good" to "excellent."

One area that needs special attention, however, is funding for graduate program facilities. Approximately two-thirds of graduate students (65%) who responded to the 2003 Graduate Student Surveys reported that the space and facilities of their program were in "poor" to "fair" condition. Similarly, 60% of the graduate students responding to the 2005 survey claimed that their program's space and facilities were in poor to fair condition. There appear to be signs of improvement, however, in space and conditions of facilities for graduate students, as noted by the decrease in the percentage reporting dissatisfaction with these aspects, from 65% in 2003 to 60% in 2005.

An online application service for all Graduate School departments, called "Apply Yourself," was launched on January 23, 2006. With the implementation of the online application, students can now pay the application fee online, submit letters of recommendation on line, and check the status of their application at any time without having to call or email the department.

### **Goal 3 – Nurture a diverse campus environment**

Since July, 1999, our goals for diversity have been specified in the Campus Diversity and Equity: A Blueprint for Action plan (<http://www.colorado.edu/cu-diversity/blueprint/index.html>). 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 and respectful of, and safe for, all people; and for an environment that provides learning experiences that enhance the awareness of multicultural issues and that fosters an appreciation of the full range of human experience among students, faculty, and staff. For time series and plots of the statistical measures for each diversity goal, see <http://www.colorado.edu/pba/div/dplanstat/goal40tab.htm>.

We have had some long-term success attracting and graduating students of color. Over the last seventeen years, the number of bachelor's degrees awarded to students of color has doubled from approximately 350 to almost 750, and the percent of bachelor's degrees awarded to students of color has steadily increased from 9% to 14%. In the same period, the number of graduate-level degrees awarded to students of color has risen from approximately 100 to more than 1500, and the percent of graduate degrees awarded to students of color increased substantially from 7% to 13%. The six-year graduation rate for undergraduate students of color entering as freshmen has seen a noteworthy 13 percentage point gain from 45%, reported in 1998, up to 58% reported in 2006. This is a substantially larger gain than reported for any other group; the six-year graduation rates for all students, for residents, and for non-residents, increased by only 3-5 percentage points over the same time period. The six-year graduation rate for students of color (58%) is now similar to the rate currently reported for all non-residents (62%).

The campus has also registered significant gains in the diversity of tenured and tenure-track faculty. The number of tenured and tenure-track faculty of color at CU-Boulder has more than doubled in the last seventeen years, from 70 (8% of all such faculty) to 162 (17%) in fall of 2006. This is an all-time high in both number and percentage of tenured/tenure-track faculty of color. Somewhat similar gains have been made in the numbers of female faculty now employed at CU-

Boulder. During this same period, the number of female faculty increased from 188 (20%) in fall 1990 to an all-time high of 310 (32%) in fall 2006.

#### **Goal 4 – Provide broad access to institutional resources to the citizens of Colorado**

CU-Boulder's goal to provide state citizens with access to university resources encompasses both prospective students and Coloradans more generally. Efforts relevant to this goal include enrollment of students from state high schools as well as various education outreach programs.

CU-Boulder has enrolled approximately 7% of Colorado high school graduates as new freshmen over the past ten years, plus another 2-3% as transfers. This is a higher proportion than flagship universities in most other states enroll.

The continued 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. Eight years ago we extended the program to serve middle school students in addition to high school students. CU-Boulder currently serves approximately 700 high school and middle school students in this program, as well as their parents or guardians. Workshops and presentations for parents and guardians at monthly Saturday Academies during the academic year help cultivate and maintain family support and encouragement for students to pursue and education beyond high school.

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.

- Colorado students young and old benefit from education outreach programs including Science Discovery, the Integrated Teaching and Learning Program's K-12 Engineering Initiative, Simply the Best, Shakespeare Summer Partnerships, the Philosophy Outreach Program of Colorado, and others.
- CU-Boulder continues to expand its library services to the public, evidenced by large steady increases in interlibrary loans to other libraries (35,000 ten years ago to 48,000 at end of last year).
- CU-Boulder offers a large number of enrollments and classes through credit and non-credit extended studies.
- The "CU 4 K-12" web site (<http://www.colorado.edu/cu4k12/>), an outreach and in-service program guide for Colorado's K-12 teachers, links CU-Boulder programs with K-12 teachers and principals throughout the state. This Web site features more than 112 programs and 68 Internet resources available through CU-Boulder. Use of the site has increased every year since its inception.
- The Division of Continuing Education offers lifelong learning opportunities to a diverse student population, striving to meet market demand for new programs while meeting academic needs.
- The Center for Advanced Engineering and Technology Education (CAETE), affiliated with the College of Engineering and Applied Science, offers distance education courses, providing convenient and flexible education for working professionals. CAETE also works with the College of Engineering on certificate programs and degree programs.

Through such programs as these, CU-Boulder aims to continue expanding its efforts to connect with and enrich the lives of the citizens of Colorado.

#### **Goal 5 – Lead in the use and study of technology**

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 (IT) support. Wireless Internet access is available in most buildings on campus, including Norlin Library, the UMC, the Engineering Center, the business building, and many other major classroom buildings. A wireless expansion project that is nearing completion

will provide coverage in all academic buildings. All campus residence hall rooms are equipped with either 100-megabit Ethernet connections or wireless access; most rooms soon will have both.

Email storage for students has increased from 40 MB in 2005-06 to 200 MB in 2006-07. File storage of 100 MB per student, in addition to email storage, was 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.

About 5,000 students in 60 courses are using “clickers”—devices similar to a TV remote control—to send information that is tabulated and displayed to the entire class on a projection screen. The system allows for active participation by all students and provides immediate feedback to the instructor and students about any misunderstandings in the material covered.

### **The Alliance for Technology, Learning, and Society**

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 266 students, and the new Multidisciplinary Applied Technologies (MAT) certificate program. At present, 12 students are pursuing the MAT Certificate. After the current MAT students complete the MAT Certificate, MAT will be an “emphasis” or “track” within the TAM Certificate. The School of Journalism has officially adopted TAM as a minor, and the College of Engineering has incorporated TAM and MAT into its humanities and social sciences offerings. 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. In addition to its undergraduate offerings, ATLAS has launched a multidisciplinary Ph.D. in Technology, Media, and Society.

The ATLAS Building, which opened in the fall of 2006, provides excellent opportunities for faculty and instructors from all schools and colleges to use the latest instructional technologies and active learning approaches in their teaching. Instructors who wish to teach in the building must demonstrate the effective use of technology and practices designed actively to engage students in learning. Strategically situated at the heart of the Boulder campus, the ATLAS Building is a stunning focal point for the entire campus and the community. Envisioned to be a programmatically-driven, culture-changing facility, the building features state of the art technology. It hosts courses from every school and college on campus and supports multidisciplinary student and faculty research teams. It also allows the campus to share the arts with the Colorado and world community via technology.

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 for excellent research in IT. In addition, ATLAS plays a leading role in the Colorado Coalition for Gender and IT, the “non-traditional pathways” hub of the National Center. This coalition brings together CU campuses and partners from industry, postsecondary and K-12 institutions, and foundations from throughout the Front Range. It focuses on research and programs to encourage community college students to transfer into four-year IT and computer science programs, and it has recently rolled out an online community to encourage collaboration among its many partners.

### **Information and Information Technology Literacy and Fluency: The KnowIT Program**

The campus is making steady progress on a student Information and Information Technology Literacy and Fluency initiative. Information Technology Services (ITS) serves as the main sponsor of the CU Students KnowIT program. Begun as a small digital literacy pilot program in the fall 2004 semester, the KnowIT program is designed to make students aware of the information technology resources available to them, to assist them in taking advantage of utilizing these technology services, and to enhance their information technology skills by attending instructor-led Computing Quick Classes or by logging into the Computer Based Training (CBT)

tool. The KnowIT program offers an overview presentation of the technology resources and services available to new students at CU-Boulder during the fall, spring, and summer term orientation sessions. The program also offers Survival Skills classes to introduce students to tools offered by CU-Boulder that they can use both academically and personally to get the most out of the campus technology environment—including connecting to the internet from on and off campus, using WebMail, student computing accounts, computer labs, printing options, and where to get technical support. Instructor-led, hands-on Quick Classes are designed to help students learn new skills or refresh current ones, including Microsoft Excel, Microsoft PowerPoint, and Computing Security and Privacy. The online Computer-Based Training (CBT) offers more than 75 titles, ranging from beginner to advanced, including Microsoft Office and Windows XP, as well as Adobe and Macromedia products. All KnowIT program classes are offered at no cost to the student.

### **CULearn**

CU-Boulder aims to increase the use of technology in teaching and learning campus-wide. In spring 2007 the campus adopted an enhanced online learning management system, CULearn, a new version of the older WebCT system. A significant upgrade from WebCT, CULearn provides faculty and students with enhanced online learning capabilities, either as a complement to traditional classroom-based courses or alone as a web-based offering. CULearn offers faculty powerful new features—including customized content delivery and blogging—in addition to improved discussion group, class roster and grading capabilities. The number of students enrolled each fall in at least one class with WebCT/CULearn interface has doubled over the past four years, from about 13,000 in 2002-03 to well over 26,000 in 2006-07.

### **CUConnect**

CUConnect, CU-Boulder's secure campus web portal, is making continual progress toward its goal of being a secure resource for all of the information and services needed by any member of the CU-Boulder campus community. As of spring 2006, it offers a wide range of features that address the needs of students, faculty, and staff (*See Goal 7*). CUConnect allows students to conduct campus business online and is the primary source of schedule, grades, billing, and financial aid services for students. Faculty log onto CUConnect for their teaching schedules and corresponding roster listings, photo rosters, email rosters, and course-related tools. Academic, research, payroll/personnel, and system-related resources are available to faculty and staff through CUConnect. Additional features continue to be developed based upon requests from all of the populations taking advantage of CUConnect.

## **Goal 6 – Provide outstanding administrative support services**

Campus administrative services facilitate the achievement of the institution's academic and research objectives. Administrative units serve as effective fiduciaries of the campus's assets and resources and as strong advocates for the development and maintenance of the institution's human, financial, and physical infrastructure. University efforts relevant to Goal 6 encompass a number of programs and activities, including, for example, employee development services, satisfaction surveys, and energy conservation programs and policies.

**Productivity and Efficiency:** To maintain high quality administrative services, we strive to improve employee productivity through the use of technology, training, consulting, recruitment, and selection of classified and professional exempt staff, among other means. To help ensure that employees function at an optimal level, CU-Boulder offers an extensive employee development program as well as organizational development services to enhance organizational support for administrative staff. The strategic integration of technology in support of business processes and decision-making also contributes to the efficient operation of administrative services, and we continue to make improvements to the PeopleSoft applications toward that end.

**Satisfaction with Administrative Services:** Surveys are widely used to determine the level of satisfaction customers have with our services. For example, participants in the University's employee development program are surveyed at the end of each course to assess the pertinence

of the course to their jobs and to gather feedback on the quality of the content and delivery of the course. The Police Department also conducts an annual satisfaction survey of both the campus and off-campus community to determine the level of satisfaction the public has with their services. Facilities management actively solicits feedback from campus constituents and building proctors through response cards and focus group sessions. These efforts are used to identify gaps in service and 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's total cost of risk. Programs have been developed to address workplace safety issues in an effort to control workers' compensation claims. Through the extensive efforts of the Office of Discrimination and Harassment (ODH), discrimination and harassment workshops were delivered to approximately 4,178 employees in 2006-07.

**Management of Buildings and Other Capital Assets:** Facilities Operations completed over 240 projects this past summer to upgrade the appearance and functionality of the CU-Boulder campus. Projects included a wide range of classroom renovations (including shampooing more than 150,00 square feet of carpet, stripping and waxing more than 78,00 square feet of floors, and cleaning more than 16,000 desktops and chairs), repainting of 110 offices, replacement of sidewalks, maintenance on 4,000<sup>+</sup> feet of roof gutters and 2,000<sup>+</sup> feet of downspouts, setting 462 adult mosquito traps as part of West Nile virus monitoring and control effort, and grazing goats for noxious weed management at the Research Park and South Campus. Greater than 75 percent of our buildings are over 25 years old, however, and we continue to have a significant backlog of deferred maintenance. Needs arising from changing demands on the use of facilities also have increased 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's goals for capital development are stated in the campus master plan, which is updated on a ten-year cycle. The campus received nearly \$3.9 million from the State for controlled maintenance in FY 2006-07, up from \$1.6 million in FY 2005-06. No State controlled maintenance funding was received during the four fiscal years prior to 2005-06.

**Conservation and Environmental Awareness:** Campus environmental improvements help safeguard the health of the campus community and conserve its financial assets. The CU Recycling program diverts 1,600 tons of waste annually, and hazardous wastes generated by the campus have decreased by 15 percent since 2001. The campus's integrated pest management program has reduced the amount of herbicides and pesticides used on campus. Two recently completed buildings, the ATLAS and Wolf Law buildings, received coveted LEED certification for green building design; and two more buildings, Koelbel Hall and Visual Arts, are expected to receive LEED certification as well. Campus energy and water conservation efforts, instituted by the Division of Administration on 2001, have saved \$2.4 million in energy costs and 110 million gallons of water during the past three years.

## **Goal 7 – Provide outstanding student support services**

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 and of cohorts of entering freshman over time indicate particularly high levels of satisfaction with Recreation Center programs and services, the Student Academic Services Center, CU NightRide (originally called 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 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 CU NightRide (from 86% to 91%).

The CU NightRide program's ridership has increased dramatically over the last eight years, and student demand continues to increase. Since CU NightRide's revival and expansion in 1998-99, when 5,220 clients were served, usage of the service has increased five fold. In 2005-06, many improvements were made to the program, including upgrade of the database, the addition of a phone line, purchase of a computer station for a second dispatcher, and the replacement of one transport vehicle with a larger, longer-operating one. These improvements enabled substantially more calls to be answered and more clients to be served. This past fiscal year call volume increased by 3% (29,475 in 2005-06 to 29,871 in 2006-07), and ridership was up by 3%. There were 26,961 clients served in 2005-06 and a total of 27,684 clients in 2006-07; each year approximately 40% of the students are single riders. There was essentially no change in the number of calls the program was unable to answer, from 18% up very slightly to 19%.

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). The campus has been able to provide increasing amounts of financial aid to incoming students. For example, the Chancellor's Scholarship award, established three years ago, has helped top-achieving non-resident students (in the top 25% of their high school class) offset tuition expenses for the duration of their CU-Boulder career. Typically, about 55% of resident undergraduate students and about 65% of resident graduate students receive some form of financial aid.

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, CU-Boulder's secure portal to web-based services and information, is now available to all members of the CU-Boulder campus. Introduced to CU-Boulder students in January 2004, CUConnect made its faculty debut in time for fall semester 2005, and to staff as of spring semester 2006. Fully 100% of the CU-Boulder main campus student body is using CUConnect. Of the populations more recently introduced to CUConnect, 80% of current faculty (up from 44% last year), 70% of staff (up from 42% last year), and approximately 75% of the campus's Officers/Professionals (up from 55% last year) have logged in. The sharp increase in faculty usage is likely attributed to the fact that more required reporting, including the electronic Personal Effort Report (ePers), can be found in CUConnect.

CUConnect is the primary source of campus-related information and services for students including schedules and grades, course registration, GPA calculator, student billing, financial aid, student health insurance sign-up, and student employment listings. Faculty use CUConnect to retrieve their teaching schedules and corresponding course roster listings, photo rosters and email rosters. Faculty and staff have access to a variety of academic, research and system resources through the portal. All CUConnect users can take advantage of a wide breadth of information offered within the portal including news from various departments, announcements targeted to specific groups, the campus events calendar, and the academic calendar. Many tools are available to all users including signing up for campus alerts, managing email, accessing discounted software, and completing on-line computer-based training. For a complete list of CUConnect's features, see <https://cuconnect.colorado.edu/uPortal/>.

CUConnect's average usage is approximately 7650 unique logins per day, up from 6600 in 2005-06. Peak usage for CUConnect tends to be the day before and first day of each new semester

and again when grades are posted at the end of each semester. CUConnect experienced its highest per-day count of unique logins on the first day of fall semester 2007 with 25,025 people logging into CUConnect to check schedules and rosters. CUConnect's highest volume day in 2005-06 occurred on the first day of spring semester 2006 with 16,291 people logging into CUConnect to check schedules and rosters.

## **Goal 8 – Maintain existing excellence**

Essential to maintaining overall excellence at CU-Boulder are: securing sufficient and stable resources, possessing the flexibility to use those resources to meet campus goals, and establishing clear priorities. The foundation for maintaining excellence at CU-Boulder is our commitment to a partnership among students, parents, the state of Colorado, and the university to invest in students while supporting the economic vitality of Colorado.

CU-Boulder's revenue and resources picture is complex, and here we highlight only a few key components--state funding, tuition rates, and resource use. The fact that CU-Boulder receives the lowest percentage of state funding among the major public research universities poses a challenge for maintaining excellence. State funding has not kept pace with campus needs and now reflects less than 8% of the total campus budget. Other resources, such as tuition and research grants, make up the majority.

The situation with respect to tuition rates is also less than ideal. In the first three fiscal years of the 1990s, resident tuition rates were at or near 100% of the AAU public average. In the intervening years, from FY93-94 through FY06-07, resident tuition rates have been notably lower at about 75-77% of the AAU public average, with the exception of a three-year period (2002-05) when they dropped to 67-71% of the AAU public average.

Academic quality and reputation for excellence also depend on allocation of financial resources, including faculty compensation, support for library holdings, and support for tenure-track faculty positions. CU-Boulder faculty compensation was just 1% below the AAU public average in '92-93, but had dropped to 9% below the peer average by 2001-02. In the three years subsequent to that, however, a major effort to improve faculty compensation had begun to reduce the difference from the peer average to approximately 5% below, establishing what we had hoped was an encouraging trend. Although CU-Boulder faculty compensation relative to peers declined to more than 7% below AAU public average in 2005-06, mid-year salary adjustments in 2006-07 reduced the difference from peer average to 4%. Library holdings have been steadily increasing over the years--from 2.8 million volumes ten years ago up to 3.64 million volumes in 2005-06 (the most recent FY for which data are available). However, holdings have deteriorated relative to those of peer institutions.

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. Regular faculty with continuing appointments and appropriate terminal degrees, including instructors and senior instructors, teach 61-82% of student credit hours (SCH), depending on course level. Tenured and tenure-track faculty teach 31% of lower division SCH and 41% of upper division SCH, 10-15 percentage points under the level in 1997-98. While the number of new faculty will depend upon student enrollment factors over the next few years, our goal is to achieve a ratio of tenure-track faculty to students that is comparable to our peers among public research universities. Just as important, a robust body of tenure-track faculty will help us advance the campus's research mission, including continued excellence in gaining competitive grant funding and contracts from federal agencies, private industry, and other funding sources.

Although there have been fiscal and resource setbacks, there have also been improvements and successes that reflect CU-Boulder's commitment to excellence. The number of endowed chairs has been steadily increasing from just seven endowed chairs ten years ago to 26 in 2006-07. The amount of endowments CU-Boulder has received has also been dramatically increasing, from \$131 million in 1997-98 to \$351 million in 2006-07. Also in the last ten years, CU has seen a

steady and substantial increase in the number of memberships it holds in national academies, from 22 up to 32 this past fiscal year. The number of annual patent applications by campus researchers has tripled over the past five years, from 31 to 98. CU-Boulder is highly regarded among universities nationwide and is one of only 34 US public research universities in the prestigious Association of American Universities. We are ranked 34th among all universities, both public and private, in the 2007 ranking of the top 500 world universities by the Institute for Higher Education at Jiao Tong University in Shanghai, China. CU-Boulder is ranked 10th among U.S. public universities in that survey.

In addition, CU-Boulder students have competed successfully in national and international scholarship competitions including Rhodes, Marshall, Truman, Fulbright, Goldwater, Udall, Jack Kent Cooke, and National Security Education programs. CU-Boulder engineering students won the first-place trophy in the Solar Decathlon competition in 2002 and 2005 against 20 university teams from the U.S., Canada, and Europe and placed third in 2007. For three consecutive years, a team of three CU-Boulder undergraduate students was named among the top winners in the prestigious Mathematical Contest in Modeling. The 2006 CU team was named one of 12 "Outstanding Winners" from a field of 748 teams that entered.

At present the University is setting its course for the future by developing a new, long-range strategic initiative, known as Flagship 2030 (see <http://www.colorado.edu/chancellor/flagship2030/index.html>). The Chancellor will submit this strategic plan to the University of Colorado Board of Regents for approval in November 2007. Key goals of the initiative are to examine what the world might expect of us at the local, state, federal, and global levels in 2030, to articulate a vision for CU-Boulder that will allow us to meet those expectations and demands, and to develop and implement action plans that will allow us to achieve that vision and fulfill those expectations. As always, our overarching aims are innovation, excellence, and outstanding service to our wide range of constituencies, including students, parents, alumni, citizens of Colorado, and the greater global community.