



Fact Book

Academic Year 2018-2019

Office of Institutional Research

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Otero Junior College Mission and Goals

Institutional Mission

To provide quality higher education that is accessible, transforms lives, expands employment opportunities, enriches our communities, promotes individual and global cultural diversity, and fosters economic development

Vision

Otero Junior College will provide superior educational opportunities and be a valued partner with the communities we serve.

Value Statement

The special spirit of Otero Junior College celebrates learning as the process that changes and improves lives. By setting standards of excellence for ourselves, and by placing a high value on integrity, honesty, teamwork, communication and innovation, we assist students in realizing their greatest potential. We hold ourselves personally accountable for our stated values and the public trust placed in us.

Strategic Initiatives

1. Continually seek resources to supplement those provided by the State of Colorado to meet the needs and support the Strategic Initiatives of the College.
2. Develop new and enhance current programs.
3. Enhance and promote the relationship between the College and the communities we serve.
4. Enrich the quality of student life.
5. Provide professional development opportunities for all employees in order to optimize programs and services.
6. Continue to enhance OJC's leadership position in technology-assisted learning and the development of new technological applications.
7. Maintain and upgrade physical facilities and equipment to meet the needs of students, staff, and programs.

Purpose Statements

In striving to meet its institutional responsibilities as a comprehensive community college, Otero Junior College sets forth the following purpose statements in definition of its educational programs and services. These statements also serve as criteria for the administration, faculty, staff, and students in assessing the college's effectiveness in meeting its institutional mission.

1. Achieving Junior Level Transfer Status - Students successfully completing either a prescribed Associate of Arts or Associate of Science degree program at Otero Junior College will be able to transfer to a Colorado four-year college or university as a junior.
2. The college maintains transfer agreements with Colorado colleges and universities to facilitate the transferability of its academic programs.

3. Acquiring Entry Level Occupational Skills - Students successfully completing Career and Technical Education Certificates or Associate of Applied Science degree programs will have acquired the skills necessary to obtain entry-level employment in their field.

4. Promoting the Benefits & Recognizing the Achievement of Life-Long Learning the college provides individuals with the means to upgrade their job skills, improve the quality of their lives, and/or customtailor their own degree program. The college recognizes satisfactory student accomplishment of such activities via certificates of achievement, college transcripts, and the Associate of General Studies degree.

5. Achieving Functional Literacy - Through basic skills instruction, academically deficient students and/or non-high school graduates receive the educational services to help them achieve the basic level of proficiency required for continuance in higher education, for entrance level employment, or for day-to-day communication and computation.

6. Participating in College and Community Sponsored Activities – Students attending Otero Junior College are able to participate in a wide variety of activities aimed at broadening their social, political, physical, and cultural horizons. The college sponsors theatrical productions, art exhibits, literary publications, student government, various clubs and organizations, dance programs, intramural and intercollegiate sports, career awareness activities, dances, movies, and other activities to expand awareness beyond the classroom.

Introduction

This fact book provides various student data for Otero Junior College, a member of the Colorado Community College System (CCCS). It is intended to be a one-stop resource for information. The Office of Institutional Research at the system office produces the master report. Additional information about some of the subjects in this document, as well as previous years' fact books, can be found at <https://www.cccs.edu/about-cccs/institutional-research/>.

The data in this report are in tabular and/or graphic format. Data are from the Colorado Student Unit Record Data System (SURDS) or other data reported to the Colorado Department of Higher Education (CDHE), the federal Integrated Postsecondary Education Data System (IPEDS), or the National Student Clearinghouse (NSC). As SURDS and other reports submitted to CDHE are the predominant sources of data, a data source is indicated only if they are not the data source.

A Glossary of Terms is included at the end of the document that provides additional descriptions and definitions to assist the reader.

Student Enrollment

Headcount and FTE

Headcount and FTE: AY 2018-2019

College	Headcount	Percent of Total CCCS Headcount	FTE	Percent of Total CCCS FTE
OJC	1,622	1.3%	877.05	1.8%

Annual Headcount Enrollment: AY 2014-2015 to AY 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Three Year % Change	Five Year % Change
OJC	2,043	1,847	1,860	1,740	1,622	-12.80%	-20.61%

Annual FTE Enrollment: AY 2014-2015 to AY 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Three Year % Change	Five Year % Change
OJC	1,049.8	983.58	978.43	905.82	877.05	-10.36%	-16.43%

Headcount Tuition Residency by Type: AY 2018-2019

College	201910 (SU18)		201920 (FA18)		201930 (SP19)	
	Resident Percentage	Non-Resident Percentage	Resident Percentage	Non-Resident Percentage	Resident Percentage	Non-Resident Percentage
OJC	91.63%	8.37%	89.94%	10.06%	91.34%	8.66%

FTE Tuition Residency by Type: AY 2018-2019

College	201910 (SU18)		201920 (FA18)		201930 (SP19)	
	Resident Percentage	Non-Resident Percentage	Resident Percentage	Non-Resident Percentage	Resident Percentage	Non-Resident Percentage
OJC	92.12%	7.88%	85.40%	14.60%	86.81%	13.19%

Fall Headcount Enrollment: 2014 to 2018

College	Fall 2014 (201520)	Fall 2015 (201620)	Fall 2016 (201720)	Fall 2017 (201820)	Fall 2018 (201920)	Three Year % Change	Five Year % Change
OJC	1,434	1,411	1,464	1,331	1,262	-13.80%	-11.99%

Fall FTE Enrollment: 2014 to 2018

College	Fall 2014 (201520)	Fall 2015 (201620)	Fall 2016 (201720)	Fall 2017 (201820)	Fall 2018 (201920)	Three Year % Change	Five Year % Change
OJC	487.95	463.65	483.03	452.67	433.72	-10.21%	-11.11%

Headcount by Full-Time and Part-Time Status: AY 2018-2019

College	201910 (SU18)		201920 (FA18)		201930 (SP19)	
	Full-Time Percentage	Part-Time Percentage	Full-Time Percentage	Part-Time Percentage	Full-Time Percentage	Part-Time Percentage
OJC	11.72%	88.28%	45.80%	54.20%	45.55%	54.45%

Headcount by Degree-Seeking Type: AY 2018-2019

College	Master Degree	Bachelor of Applied Science (BAS)	Associate of Arts (AA)	Associate of Science (AS)	Associate of Applied Science (AAS)	Associate of General Studies (AGS)	Certificate	Unknown Incl Non- Degree and Undecl	Total
OJC	0	0	647	340	225	193	196	208	1,809

Student Demographics

Percentage of Headcount by IPEDS Race/Ethnicity: AY 2018-2019

College	American Indian or Alaska Native %	Asian %	Black or African American %	Hispanic %	Multiple Races %	Native Hawaiian or Other Pacific Islander	Non-Resident Alien (International)	Unknown %	White %	Total Student of Color % ¹
OJC	1.17%	0.80%	4.32%	35.57%	2.77%	0.06%	2.84%	5.73%	46.73%	47.53%

¹Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, More than One Race, or Native American/Alaskan Native as reported to IPEDS

Students of Color ² as Proportion of Overall CCCS Headcount: AY 2014-2015 to AY 2018-2019

College	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019
OJC	39.89%	40.28%	43.39%	46.84%	47.53%

²Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, More than One Race, or Native American/Alaskan Native as reported to IPEDS

Percentage of Headcount by Age Group³: AY 2018-2019

College	< 18	18-20	21-24	25-34	35-44	45-54	55-64	65+	Average Age	Median Age
OJC	14.45%	39.69%	11.81%	13.29%	8.46%	4.96%	3.67%	3.67%	26	20

³Age calculations are as of December 31, 2018. Percentages are based on reported data only. A small number of students, less than 0.01 percent, did not report a birth date.

Percentage Point Change in Proportion of Students by Age Group: AY 2014-2015 to AY 2018-2019

College	< 18	18-20	21-24	25-34	35-44	45-54	55-64	65+	Average Age	Median Age
OJC	-49.05%	64.51%	23.27%	20.63%	10.69%	-21.14%	-47.22%	-39.06%	-0.09	0.00

Headcount by Gender: AY 2018-2019

College	Female Students	Percentage Female	Male Students	Percentage Male	Total Count
OJC	938	57.83%	684	42.17%	1,622

Headcount of Military Related⁴ Students: AY 2018-2019

College	Active U.S. Military	Veterans	Total Military (Active Military + Veterans)	Dependents of Active U.S. Military	Total U.S. Military Related Students	College as Percent of CCCS Total
OJC	1	39	40	3	43	0.54%

⁴In the course of an academic year, a student could be in multiple categories; for example, an active member of the military in one semester and a veteran in another. The hierarchical order in this chart gives precedence to active military, then to veterans, and finally to dependents.

Student Success Metrics

Retention

Retention cohorts include first-time degree-seeking students in fall terms or students enrolled in fall and first-time in the summer directly preceding fall.

Fall-to-Fall Retention: Full-Time Students Compared to National Rates

College	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
OJC	54.8%	51.0%	51.7%	56.1%	52.5%
National Public 2-Year Schools ⁵	60.5%	61.1%	62.1%	62.3%	Unavailable

⁵National retention rates pulled from the NCES Trend Generator

Fall-to-Fall Retention: Part-Time Students Compared to National Rates

College	Fall 2013 Retained 2014	Fall 2014 Retained Fall 2015	Fall 2015 Retained Fall 2016	Fall 2016 Retained Fall 2017	Fall 2017 Retained Fall 2018
OJC	48.7%	41.9%	44.4%	45.5%	42.0%
National Public 2-Year Schools ⁶	44.9%	44.9%	46%	46.5%	Unavailable

⁶National retention rates pulled from the NCES Trend Generator

Fall-to-Fall Retention: Full and Part-Time Students

College	Fall 2013 Retained 2014	Fall 2014 Retained Fall 2015	Fall 2015 Retained Fall 2016	Fall 2016 Retained Fall 2017	Fall 2017 Retained Fall 2018
OJC	53.8%	48.5%	50.4%	54.5%	50.9%

CCCS Total Credentials Awarded: AY 2014-2015 to 2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OJC	468	502	491	405	402

CCCS Year-Over-Year Credential Growth: AY 2014-2015 to AY 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OJC	-13.2%	7.3%	-2.2%	-17.5%	-0.7%

Credentials Awarded by Type: AY 2018-2019

College	Bachelor of Applied Science	Associate of Science	Associate of General Studies	Associate of Arts	Associate of Applied Sciences	2-Year Certificate	1-Year Certificate	Total Awards	% of all CCCS Awards
OJC	0.0%	10.4%	1.2%	22.1%	11.7%	10.7%	43.8%	402	1.8%

Top Career-Oriented Awards⁷ Granted: AY 2018-2019

College	Program Name	Number of Awards	Percentage of all Career-Oriented Credentials Granted by this College
OJC	Nursing Assistant/Aide and Patient Care Assistant/Aide	42	15.8%

⁷Career-oriented awards exclude AA, AS, and AGS degrees. Program names are associated with the CIP code for the degree awarded.

Credentials Awarded by Demographic Group: AY 2017-2018 to 2018-2019

College	Students of Color 2017-2018	Pell Eligible 2017-2018	First Generation 2017-2018	All Awards Granted	Students of Color 2018-2019	Pell Eligible 2018-2019	First Generation 2018-2019	All Awards Granted
OJC	154	241	275	405	151	225	273	402

Percent Change in Credentials Awarded by Demographic Group: AY 2017-2018 to AY 2018-2019

College	% Change Students of Color	% Change Pell Eligible	% Change First Generation	% Change Overall
OJC	-1.9%	-6.6%	-0.7%	-0.7%

Graduation Rates

Graduation rate cohorts include first-time, full-time, degree-seeking students enrolled in the fall, or enrolled in the fall and first-time in summer directly preceding the fall term.

Three-Year Graduation Rate: First-Time, Full-Time Degree Seeking Students

College	Fall 2012 Graduated by Summer 2015	Fall 2013 Graduated by Summer 2016	Fall 2014 Graduated by Summer 2017	Fall 2015 Graduated by Summer 2018	Fall 2016 Graduated by Summer 2019
OJC	37.2%	40.0%	35.0%	41.5%	43.2%

Transfers

Transfer cohorts include non-high school students enrolled during an academic year, measured from the most recent term a student enrolled in that year. A student is considered a transfer if they enroll at a four-year institution at any point after being enrolled at CCCS, up through spring of the following year.

Transfer Counts: AY 2014-2015 to AY 2018-2019

College	Enrolled AY 2013-2014 Transferred by Spring 2015	Enrolled AY 2014-2015 Transferred by Spring 2016	Enrolled AY 2015-2016 Transferred by Spring 2017	Enrolled AY 2016-2017 Transferred by Spring 2018	Enrolled AY 2017-2018 Transferred by Spring 2019
OJC	217	194	210	239	207

One-Year Transfer Rates: AY 2014-2015 to AY 2018-2019

College	Enrolled AY 2013-2014 Transferred by Spring 2015	Enrolled AY 2014-2015 Transferred by Spring 2016	Enrolled AY 2015-2016 Transferred by Spring 2017	Enrolled AY 2016-2017 Transferred by Spring 2018	Enrolled AY 2017-2018 Transferred by Spring 2019
OJC	14.0%	13.1%	15.3%	17.5%	16.4%

Instruction

Delivery Methods

Proportion of FTE in Online and Hybrid Courses⁸ 2016-2017 to 2018-2019

College	2016-2017 % Online FTE	2016-2017 % Hybrid FTE	2016-2017 % Online + Hybrid FTE	2017-2018 % Online FTE	2017-2018 % Hybrid FTE	2017-2018 % Online + Hybrid FTE	2018-2019 % Online FTE	2018-2019 % Hybrid FTE	2018-2019 % Online + Hybrid FTE
OJC	8.10%	10.40%	18.51%	7.71%	9.75%	17.45%	6.38%	11.39%	17.77%

⁸Online courses reflect the SURDS definition for 'distance courses'. Hybrid courses reflect the SURDS definition for 'Mixed FTF/Hybrid'.

Instructors

Proportion of Credit Hours Taught and Generated Credits by Employment Classification: AY 2018-2019

College	Faculty Credit Hours	Faculty Generated Credits	Adjunct Credit Hours	Adjunct Generated Credits	Admin, Professional, Technical Staff Credit Hours	Admin, Professional, Technical Staff Generated Credits
OJC	69.5%	70.6%	12.6%	12.0%	17.9%	17.4%

Overall Course Completion⁹

Course Success Rates: AY 2014-2015 to 2018-2019

College	2014-2015 % of Successful Completion	2015-2016 % of Successful Completion	2016-2017 % of Successful Completion	2017-2018 % of Successful Completion	2018-2019 % of Successful Completion
OJC	79.02%	78.34%	79.28%	78.75%	80.37%

⁹Successful completion percentage = successful completion (any grade of A, B, C, S/A, S/B, S/C, S) divided by course completers (any student who received a grade, including W).

Developmental Education

Percentage of Students Enrolled¹⁰ in Developmental Courses: AY 2014-2015 to AY 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Five Year % Change
OJC	19.0%	16.4%	14.5%	14.5%	11.8%	-7.2%

¹⁰Calculated as a percentage of total annual headcount enrollment

Percentage of Credits in Developmental Courses: AY 2014-2015 to AY 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Five Year % Change
OJC	7.1%	5.8%	5.0%	5.1%	3.3%	-3.8%

Developmental Course Completion Rates: AY 2014-2015 to AY 2018-2019

College	2014-2015 % of Successful Completion	2015-2016 % of Successful Completion	2016-2017 % of Successful Completion	2017-2018 % of Successful Completion	2018-2019 % of Successful Completion
OJC	68.0%	54.9%	56.8%	59.9%	45.1%

High School Students Enrolled in CCCS Colleges

High School Student Headcount: AY 2014-2015 to 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OJC	567	458	477	469	461

Percent Change from Previous Year (Growth) in High School Student Enrollment by Academic Year

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OJC	-2.9%	-19.2%	4.1%	-1.7%	-1.7%

High School Students as a Percentage of Total Headcount: AY 2014-2015 to AY 2018-2019

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
OJC	27.8%	24.8%	25.6%	27.0%	28.4%

Race/Ethnicity of High School Students Enrolled: AY 2018-2019

College	Non-Resident Alien	Hispanic	Multiple Races	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian and Other Pacific Islander	Unknown	Proportion of Students of Color ¹¹
OJC	0.2%	39.0%	3.5%	40.3%	1.5%	0.04%	1.3%	0.0%	13.7%	45.8%

¹¹Students of color include those reported as non-resident alien, Hispanic, multiple races, American Indian or Alaskan native, Asian, black or African American, or native Hawaiian and other Pacific Islander. Race/ethnicity categories reflect IPEDS definitions.

Course Success Rates for High School Students by Demographic: AY 2018-2019

College	All HS Students	Students of Color	First Generation	Male	Female	Pell Eligible
OJC	92.0%	90.8%	90.3%	90.4%	93.8%	100.0%

High School Students Matriculating to CCCS Colleges within Four Academic Years: AY 2014-2015 Cohort

College	Total Unique HS Students in 2014-2015 ²⁰	Matriculated Within Four Academic Years (Through Spring 2019)	HS Matriculation Rate
OJC	567	249	43.9%

Matriculation Rates to CCCS Institutions or Four-Year Colleges: AY 2014-2015 High School Cohort

College	Total 2015 CCCS High School Cohort	Matriculated to CCCS Institution	Matriculated to Four-Year School	Overall Matriculation (Either CCCS or Four-Year)	CCCS Matriculation Rate	Four-Year School Matriculation Rate	Overall Matriculation Rate (CCCS or Four-Year)
OJC	567	249	257	399	43.9%	45.3%	70.4%

Student Financial Resources

CCCS Tuition and Fees

Financial Aid Years 2014-2015 to 2018-2019²¹

In-State Public Tuition for Colorado Community Colleges

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2018	5-Year Change	5-Year Percent Change
CCCS	\$3,747	\$3,915	\$4,107	\$4,337	\$4,467	\$720	19.2%

Out-of-State Public Tuition

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	5-Year Change	5-Year Percent Change
OJC	\$6,704	\$6,704	\$7,032	\$7,229	\$7,446	\$742	11.1%

Required Fees

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2018	5-Year Change	5-Year Percent Change
OJC	\$287	\$294	\$297	\$401	\$415	\$128	44.7%

Financial Aid

Count of Financial Aid Applicants and Pell Eligible Students: 2015-2016 to 2018-2019

College	Fin Aid Applicants 2015-2016	Pell Eligible 2015-2016	Fin Aid Applicants 2016-2017	Pell Eligible 2016-2017	Fin Aid Applicants 2017-2018	Pell Eligible 2017-2018	Fin Aid Applicants 2018-2019	Pell Eligible 2018-2019
OJC	1,011	777	989	755	940	732	977	751

Percent of Pell Eligible Students: 2015-2016 to 2018-2019

College	Percent Pell Eligible 2015-2016			
OJC	76.9%	76.3%	77.9%	76.9%

Average Pell Award per Recipient: 2015-2016 to 2018-2019

College	2015-2016	2016-2017	2017-2018	2018-2019
OJC	\$3,509	\$3,446	\$3,523	\$3,920

Sources of Student Financial Aid: 2018-2019¹²

College	Federal PELL Grant	Federal Stafford Subsidized Loans	Federal Stafford Unsubsidized Loans	CO Student Grants	Federal & State Work Study	Other Aid	Total Aid
OJC	\$2,344,284	\$948,307	\$788,003	\$881,208	\$199,293	\$2,138,312	\$7,299,407

¹²Table includes: federal supplemental educational opportunity grants (SEOG), other federal grants and scholarships, GEAR UP, Colorado CTE grants, Colorado categorical grants, institutional need and meritbased grants, private and corporate-sponsored scholarships, federal PLUS and Perkins loans, and other non-federal loans that are processed in college financial aid offices, all of which are categories of financial aid in the SURDS financial aid files submitted to CDHE by colleges.

Glossary of Terms

Academic Year: The academic year starts with the summer semester and ends with the following spring semester. Academic years are named for the calendar year of the spring semester.

Age Groups: Age is calculated from December 31st of the current academic year. Percentages are based on reported data. A small number of students did not report a birth date.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. The term “Native American or Alaskan Native” is also used in this document.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Associate Degree: An award that normally requires at least two but less than four years of full-time equivalent college work. Associate of Arts (AA), Associate of Science (AS), and Associate of General Studies (AGS) degrees are transfer-oriented awards, while Associate of Applied Science (AAS) degrees are considered professionally oriented, terminal awards.

Adjunct Instructors: Non-tenure track instructional staff serving in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis.

Black or African American: A person having origins in any of the black racial groups of Africa. Career and Technical Education: An educational program that specializes in the skilled trades, applied sciences, modern technologies, and career preparation. CTE was previously referred to as vocational education.

Certificate (at least one but less than two academic years): Requires completion of a program that would be completed in at least one but less than two full-time equivalent academic years, or designed for completion at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours. In this report, these certificates are referred to as two-year certificates.

Certificate (less than one year): Requires completion of a program that would be completed in less than one academic year or less than 900 contact hours by a student enrolled full time. In this report, these certificates are referred to as one-year certificates.

Completion Rate: The number of students with a passing grade (C grade or better) divided by the number of students with a passing or failing grade. Students with an incomplete, in progress/ungraded are not included in the calculation. In this report, the term is used in reference to courses, i.e., course completion rate.

Continuing: A student who was enrolled previously at the institution at the current level (e.g., undergraduate or graduate), including readmitted students, but excluding students considered new transfers, high school students, summer only students, or study abroad only students.

Degree Level: The level of degree/diploma/certificate conferred by the institution upon the student for the successful completion of a program.

Degree-seeking Students: Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. High school students are not considered degree seeking.

Degree with Designation: Specific academic programs at the AA and AS degree levels that result in transfer of credits to public four-year institutions and student enrollment at such institutions with junior status, as long as course requirements are met.

Delivery Methods: Refers to the type of course delivery and is based off the SURDS Reported Categories. **Developmental Courses:** Courses that focus on the fundamental knowledge and skills in reading, writing and mathematics that individuals need to function productively in society.

Face-to-Face Course (FTF): A course in which all instruction is face to face in a classroom setting. These courses are also known as a “traditional” or “classroom” courses.

Financial-Aid Year: Consists of the fall of one calendar year, and spring and summer of the succeeding calendar year. **First Generation:** For purposes of this report, a student whose parents have not completed a bachelor’s degree.

First-Time: Generally, a student attending undergraduate post-secondary education for the first time after high school, including students enrolled in the fall term who attended college for the first time in the prior summer term. For purposes of this document, a student who is so reported to the Colorado Department of Higher Education in SURDS enrollment files.

FTE or Full-Time Equivalent: A mechanism to measure academic enrollment activity consistently, given the differences between full and part-time students. Thirty credit hours equal one FTE student for an undergraduate student and twenty-four credit hours for a graduate student. **Full-Time student:** An undergraduate student enrolled for 12 or more semester credits or a graduate student enrolled for 9 or more semester credits.

Graduation Rate: A federal IPEDS statistic that measures the percent of full-time, firsttime, degree/certificate-seeking undergraduate students in a particular year (cohort) who complete their program within 150 percent of normal time to completion or who transfer to other institutions if transfer is part of the institution's mission. Data are collected and graduation rates calculated by race/ethnicity and gender, in addition to total students in the cohort. **Headcount:** Unduplicated count of enrolled students.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. **Hybrid Learning:** Hybrid learning refers to the practice of using both online and inperson learning experiences.

Integrated Postsecondary Education Data System (IPEDS): IPEDS is a system of interrelated surveys conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs.

Military Students: Military Status is derived from a combination of student attributes, veteran status, and the student application. In the course of an academic year, a student could be in multiple categories; for example, an active member of the military in one semester and a veteran in another. The hierarchical order in this chart gives precedence to active military, then to veterans, and finally to dependents.

Native American or Alaska Native: Used interchangeably in this document with American Indian or Alaska Native, the definition of which is a person having origins in any of the original peoples of North and South

America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Non-degree Seeking: A student enrolled in courses for credit who is not pursuing a formal degree or award.

Non-resident Alien (International): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Online Course: A course in which the instructional content is delivered exclusively online, except for campus activities like orientation, testing, or academic support services.

Part-time Student: An undergraduate student enrolled for less than 12 semester credits or a graduate student enrolled for less than 9 semester credits.

Pell eligible: A measurement of ability to pay for higher education; students who are least able to afford to pay for college are “Pell eligible.” A student must complete the Free Application for Federal Student Aid (FAFSA) for a determination of eligibility. Thus, not all students are evaluated to determine whether they meet the Pell eligibility standard; however, Pell eligibility is the most common proxy for low income when assessing student outcomes by socioeconomic status.

Private Fundraising: Revenue or revenue commitments from individual or corporate donors or foundations for scholarships, key programmatic initiatives, professional development, and improvements to facilities, technology, and learning environments.

Public Fundraising: Revenue from federal, state, and municipal government sources that is outside normal realm of government funding for colleges. Federal grants are an example of public fundraising as is the Colorado Opportunity Scholarship Initiative (COSI).

Race/Ethnicity: The group(s) to which an individual belongs, identifies with, or belongs in the eyes of the community. Individuals are asked first to designate ethnicity as either Hispanic/Latino or not Hispanic/Latino and then to indicate all races that apply among American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.

Registration Status: The student’s status at the reporting institution.

Retention: The percentage of students from the previous fall who either re-enrolled or successfully completed their program by the current fall. In this publication, a rate is calculated for all students and for first-time degree/certificate-seeking students, both full and part time.

Stafford Loan – Subsidized: The Federal Direct Subsidized Stafford loan is offered to undergraduate students who demonstrate financial need. The interest on subsidized loans is paid by the federal government while the student is in school and during authorized deferment.

Stafford Loan - Unsubsidized: The Federal Direct Unsubsidized Stafford Loan is offered to both undergraduate and graduate students; there is no requirement to demonstrate financial need. Students are responsible for all of the interest that accrues while the student is enrolled in school.

Student of Color: A student who reported a race/ethnicity as Asian, Black or African American, Hawaiian or Pacific Islander, Hispanic, or American Indian or Alaska Native or who reported multiple races. Non-resident aliens are excluded from this category regardless of race/ethnicity.

Student Grants: Money awarded to student to assist in paying school costs. Student does not have to pay that money back. **Student Level:** The level – graduate or undergraduate – at which a student is classified during the term being reported, based upon the total credits obtained toward completion of a degree/certificate program.

Student Unit Record Data System (SURDS): Information gathered from every state institution by Colorado Dept. of Higher Education (CDHE) each year. The data collection year begins with the Summer term and ends with Spring, the following calendar year. The Department collects data throughout the year, depending the type of data.

Transfer in: A student for whom this term is the student's first term at the institution at the current level, where level is undergraduate or graduate, and the student is known to have previously attended a postsecondary institution at the same level after high school.

Unknown Degree-Seeking Type: Includes students who have self-reported either a Non-Degree Seeking Degree, an Undeclared Degree, or their degree field is Unknown.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Work Study (Federal and State): Jobs for students to help them earn money to pay for college while in school that are either federally or state funded.