

Community College Analysis & Perception Study

University of Colorado, Boulder | Leeds School of Business



Report Authors and Perception Study Contributors

Michael Bortnowski, RSI Committee Team Lead | michael.bortnowski@colorado.edu

Trevor Hall, RSI Committee Member | trevor.hall@colorado.edu

Jesse Alardin Rivera, RSI Committee Member | jesse.alardinrivera@colorado.edu

Matthew Portillo, RSI Committee Member | matthew.portillo@colorado.edu

Anya Aidun, RSI Committee LSG Executive Liaison | anya.aidun@colorado.edu

Atul Raguveer, Leeds Student Government President | atul.raguveer@colorado.edu

Laura Kornish, Leeds School of Business Associate Dean, LSG Faculty Sponsor

Perception Study Interview Contributors

Alyssa Bullock, Leeds Student Government Representative

Abby Cook, Leeds Student Government Representative

Brigid McNamara, Leeds Student Government Representative

Milagros Lusso, Leeds Student Government Representative

Grace Trahan, Leeds Student Government Representative

Sarah Rego, Leeds Student Government Representative

Benjamin Altschuler, Dean's Leadership Fellow

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Executive Summary | Community College Analysis & Perception Study

Community college aids in making higher education more attainable (especially for underrepresented students) and dramatically reduces the overall cost of education. This study was designed to provide insights into the perceptions and experiences of local community college students to inform substantive actions that can create a more diverse, inclusive, and successful student body and community at the Leeds School of Business (Leeds) by better attracting and retaining this student population. The information gathered highlights key factors this population considers when selecting an institution for continued studies. The Reducing Student Inequities Committee (RSI) and representatives of Leeds Student Government (LSG) conducted in-person interviews with students at selected local community colleges during the fall semester of AY 2021-22 to capture the following data.

Perceptions of CU and Leeds were expressed through the following key themes:

- High cost of attendance
- Strong academics
- Party school
- Lacking a strong sense of community and diversity
- Very challenging transfer process

A general lack of information about CU and Leeds were also common. **Decision-making criteria for transferring to a 4-year institution centered around the following:**

- Proximity to home and work
- Affordability
- Available majors and programs
- Ease of transfer process
- Strength of community (Intercultural)

Based on these key findings, we recommend:

- Increasing the overall ease of and removing barriers within the transfer process
- Shaping Leeds/CU to be more inclusive, supportive, and transfer-student welcoming
- Strengthening & expanding transfer-specific onboarding and orientation programs

The community colleges at which the perception study took place were as follows:

- Front Range Community College (Westminster Campus) [19 interviews]
- Community College of Aurora (Lowry Campus) [10 interviews]
- Arapahoe Community College (Littleton Campus) [34 interviews]

The community colleges were selected using a conglomeration of the following metrics:

- Distance to the CU (mi) and the total number of transfer students to CU and Leeds
- Mean first semester GPA (at Leeds/CU) and delta (+/-) from incoming transfer GPA
- Community college and respective incoming transfer student BIPOC % (to Leeds/CU)
- Three (3) year graduation rates (graduation within six (6) semesters of transferring)

Study Introduction and Background

The Reducing Student Inequities Committee (RSI) of Leeds Student Government (LSG) recognizes that differing perspectives lead to deeper understanding, greater creativity, and improved outcomes for students and organizations. The community college analysis & perception study was designed to provide critical insights into the perceptions, experiences, and academic considerations of students attending community colleges in the interest of aiding in the creation of a more diverse, inclusive, and successful student body and community at the Leeds School of Business (Leeds) and the University of Colorado, Boulder (CU). In addition, the information gathered by this study on student populations that have more significant proportions of underrepresented students will help Leeds to understand further the factors these students consider when selecting an institution for continued studies in order to better attract and retain this student population. Finally, community college aids in making higher education more attainable and dramatically reduces the overall cost of education; hence the study focused here.

Transfer Student Data Analysis

One of the first goals of this project was to identify schools with underrepresented students that CU and the Leeds School of Business can target to increase the diversity of Leed's applicant pool. Given that community colleges account for a substantial portion (~42%) of the total transfer student population at Leeds, can substantially reduce the overall cost of attendance at CU, and have students with a greater diversity of backgrounds, they were selected early on as the focus for this study. After examining the last ten (10) years (AY 2010-2020) of anonymized transfer student data¹ compiled by CU's Office of Data Analytics, the eight (8) community colleges that Leeds received the most transfer students from in descending order were as follows:

- Front Range Community College (221)
- Arapahoe Community College (35)
- Red Rocks Community College (25)
- Colorado Mountain College (24)
- Community College of Denver (22)
- Pikes Peak Community College (11)

¹ [CU Boulder Transfer Undergraduate Student Retention & Graduation Rates](#)

- Community College of Aurora (11)
- Aims Community College (3)

Note that these figures represent values from all campuses of the respective community colleges with more than one location and over the span of ten (10) years. After completing the study, these findings geographically validated the interviewees' responses, as proximity to home and work was one of the most important decision criteria for community college students seeking to transfer to four-year institutions. The community colleges of greatest interest to Leeds were selected using a conglomeration of the following criteria:

- Distance to the University of Colorado, Boulder
- The academic performance of transfer students prior to transferring (as measured by the mean transfer GPA from each institution)
- Academic performance of transfer students after transferring (as measured by first semester Leeds or CU GPA)
- Community college and respective incoming transfer student BIPOC % (to Leeds/CU)
- Three (3) year graduation rates (graduation within 6 semesters of transferring)
- Total number of transfer students to CU and Leeds

No single criterion was factored in singlehandedly. Instead, all five were used holistically to ascertain which school's student populations could potentially have a greater chance of success at Leeds while simultaneously increasing the diversity of background, ethnicity, and thought present within the student body of the business school. With these goals in mind, the following three community colleges were selected for the study:

- Front Range Community College (Westminster Campus)
- Community College of Aurora (Lowry Campus)
- Arapahoe Community College (Littleton Campus)

Pikes Peak Community College also showed promise and was strongly considered as a runner-up; however, based on the distance of the institution from CU and the logistical challenges in interviewing individuals in-person for the study, it was not included in the final selections. The data suggest that an increase in transfer students from these institutions could contribute to a more diverse and academically successful student population at Leeds and CU as a whole. The following section details some of the key metrics for the three institutions selected and explains their selection.

Selected Community College Detailed Metrics

Front Range Community College

- 2.87 mean first semester GPA (Leeds)
- 0.53 differential from transfer GPA to first semester GPA (Leeds)
- 67% Graduation rate after 3 years (Leeds)
- 32% BIPOC (Transfers into Leeds); ~25% BIPOC (Transfers into CU)
- Student body at Front Range Community College is ~34% BIPOC
- n = 221 (Leeds); n = 2433 (CU)

Front Range Community College's considerable enrollment and proximity to Boulder were key components in its selection. Though it ranked last among the selected schools in transfer GPA, including Front Range Community College presents a clear opportunity to learn about a student population that contributes the largest number of transfers into Leeds of any institution.

Community College of Aurora

- 3.04 mean first semester GPA (Leeds); 2.84 mean first semester GPA (CU)
- -0.34 differential from transfer GPA to first semester GPA (Leeds)
- ~57% Graduation rate after 3 years (Leeds)
- ~45% BIPOC (Transfers into Leeds); ~45% BIPOC (Transfers into CU)
- Student body at Community College of Aurora is ~64% BIPOC
- n = 11 (Leeds); n = 136 (CU)

Community College of Aurora has the most diverse student population of the institutions considered. With ~64% of the student population identifying as BIPOC, as well as containing some of the most successful transfer students (as indicated by GPA variance), Aurora was an excellent selection for the study. Additionally, Aurora's low transfer numbers to Leeds and CU as a whole provide an excellent opportunity to identify weak points in recruitment, communication, and perception among students.

Arapahoe Community College

- 3.17 mean first semester GPA (Leeds); 2.89 mean first semester GPA (CU)
- -0.32 differential from transfer GPA to first semester GPA (Leeds)

- ~67% Graduation rate after 3 years (Leeds)
- ~37% BIPOC (Transfers into Leeds); ~22% BIPOC (Transfers into CU)
- Student body at Front Range Community College is ~26% BIPOC
- n = 35 (Leeds); n = 311 (CU)

Arapahoe community college boasts the highest transfer GPA of the institutions considered, as well as the second-largest number of incoming Leeds transfer students available in the data. This trend of academic success among a relatively large pool of students separated Arapahoe as a quality candidate, despite the lowest percentage of the student body identifying as BIPOC among institutions considered.

All of the data figures for the three schools selected, and additionally Pike's Peak Community College data, can be found in Appendix B. Appendix E contains a table of demographic statistics² on Colorado's community colleges. All of the above metrics were calculated using publically available, anonymized tableau data for individual CU transfer students, spanning ten years from AY 2010-2020.

Study Methodology and Logistics

This qualitative study was designed to gather potential transfer students' perceptions of the Leeds School of Business (Leeds), the University of Colorado, Boulder (CU), and key decision-making criteria concerning academic choices. As such, the richness of the data from the interviews would strongly rely on speaking to students at the three selected community colleges, and moreover, speaking to a greater number of potential business students.

After the schools were selected, course schedules, classroom locations, and the availability of the core RSI team were compiled to schedule a time for the interviews. Course conflicts would present a substantial challenge for a study of this scope. As such, additional assistance with interviews was required. The RSI team reached out to the greater LSG council with a request for assistance, which was graciously received.

As an incentive to participate in the brief one-on-one interviews and attract attention, the team decided to provide pizza to interviewees. The interviews were selected based on class

² [Community College Demographic Data Table](#)

schedules, an increased likelihood of interviewing potential business students, and overall team availability.

Interview Outcomes

Thanks to the help of seven (7) additional members, four (4) individuals each were able to visit both Front Range Community College and the Community College of Aurora, while six (6) individuals were able to visit Arapahoe Community College over the span of one week. Approximately two (2) to three (3) hours were spent at each campus interviewing students. Arapahoe community college interviews included the largest number of prospective business students, but prospective business students were encountered at all three campuses. Pizza as an incentive was quite helpful and effective at attracting attention.

Overall, 63 students were interviewed in total across the three schools, with 34 interviews occurring at Arapahoe Community College, 19 at Front Range Community College, and 10 at the Community College of Aurora. The most effective ways of engaging students typically involved approaching students who were already studying in common spaces or transitioning from class to further studying. Students interviewing fellow students for a project in a one-on-one format also made for a successful study and led to strong participation overall. Prior verbal consent was obtained for all interviews conducted by each interviewee. A more detailed analysis of the interview results can be found in the Interview Findings Section of this report and Appendix D.

Study Questions

The survey that was conducted as part of the study consists of several questions, each of which contributes valuable data relating to the transfer student experience, prospective students' perceptions, and their background. Questions were organized into one of 5 categories. The major categories are as follows:

1. Demographic Questions

- a. What is your approximate age?
- b. Are you a first-generation college student?
- c. What ethnicity do you most closely identify with?
- d. Do you identify as a part of the LGBTQIA+ community?
- e. What is your gender identity?

2. Background Questions

- a. Why did you choose to attend [respective community college]?
- b. What are you studying?
- c. What are your plans after [respective community college]?

3. Transfer Consideration/Perception Questions

- a. Are you considering transferring to a 4-year university?
 - i. If yes, which school(s) are you considering?
 1. Why did you choose the school(s) that you did?
 2. If not considering CU, why?
 - ii. If not, what are your plans after community college?
- b. Have you ever considered transferring to CU/Leeds?
- c. What perceptions do you have about CU/Leeds/Boulder?

4. Transfer Experience Questions

- a. Are you familiar with their transfer process?
- b. Do you know anyone who has transferred to CU or Leeds?

A more detailed description of the questions and the full interview script can be found in Appendix C.

Survey Question Design

The conducted survey was designed to elicit responses that contribute to several key aspects of the transfer student experience, as well as provide valuable context to the response data.

Demographic questions were included to provide context to the interviewee, as well as to ensure that a wide range of demographics were represented. This data provided background to further understand the perceptions of the student, though it would be impossible to establish trends from these data points. Thus, these questions were occasionally omitted from the interview either in the interest of time or otherwise by the best judgment of the interviewer.

Background questions were designed to provide further context to the situation of the student. This portion was designed to be used in conjunction with the student's discussion questions to develop a more comprehensive understanding of their perceptions as they relate to their current situation. Additionally, this data would be valuable in separating

perceptions based on the student's area of interest (i.e., separating Biology students' perceptions from Business perceptions, etc.).

Transfer considerations and perception questions serve as the backbone of the study, and interviews were designed to be focused on this area. Students' plans post-graduation can provide great insight into what a student regards as worthwhile, which institutions students choose, and what factors contributed to that decision. The general perception portion of these questions was designed to derive information regarding student opinions of Leeds and CU as a whole and can contribute to a more complete reputational understanding.

Transfer experience questions were asked to elicit direct and specific aspects of the transfer experience which may be affecting prospective students. This line of questions was particularly relevant if the student has experience in the transfer process; as such, this portion was frequently unanswered.

Study Findings

Perceptions of CU and Leeds were expressed within the study through the following key themes:

- High cost of attendance
- Strong academics
- Party school
- Lacking a strong sense of community and diversity
- Very challenging transfer process

A general lack of information about CU and Leeds were also common within interviews, showing either a lack of information about transferring to CU and Leeds at these schools or potential usage of ineffective channels with marketing. When looking at the key themes that arose in the perceptions of CU and Leeds, a high perceived cost of attendance and strong academics were typical responses. One respondent noted that CU was simply too expensive and that they did not want to live on campus their first year. The same respondent also stated there was too much commitment to affording CU Boulder, and many scholarships come with so many stipulations, which make it challenging for students who want to work their way through college (due to scholarship GPA requirements,

mandatory meetings/events, mandatory progress, etc.). The same respondent also understood why CU wanted to have freshmen live on-campus but stated that that is not a great model for everyone.

Of note, CU still has a strong reputation as a party school, and this actually showed up as a potential deterrent to high-achieving or highly motivated students. As one respondent noted, "you have to be super focused on your studies to do well otherwise, you can fall into the wrong scene pretty easily." There were also apprehensions about this factor being a big risk and not worth it for many; the party culture was seen as a proxy by many that CU is a place where more immature and younger students go to just get away from their parents.

CU's lack of diversity and a strong sense of community was also a key theme that was expressed. One respondent mentioned that [CU] is very white ("too white" in their words) and thought it would be difficult to connect with others in part due to the rampant fraternity culture. Another respondent stated that they weren't sure if CU is as tight-knit as their current school and that they don't want to be at an institution where they are just a number; they want a strong connection to peers and professors.

Finally, the common perception was that the CU transfer process was very difficult relative to other schools, especially for the business program. One respondent emphasized that the transfer process [to CU] was very painful; CU Boulder won't accept some transfer credits, which is a huge turn-off for students who have worked hard to earn them. They also stated that CU Boulder has, by far, the hardest transfer process out of all the schools in the state and that it was not worth it. Another respondent expressed that a classmate chose CU Denver over CU Boulder despite being accepted into both schools due to the relative difficulty of CU Boulder's transfer process.

The complete list of key themes with regard to perceptions of CU and Leeds, including a more detailed analysis of the interview results can be found in Appendix D.

Decision-making criteria for transferring to a 4-year institution centered around the following five key areas:

- Proximity to home and work
- Affordability
- Available majors and programs

- Ease of transfer process
- Strength of community (Intercultural)

Proximity to home and work was one of the most important decision criteria for community college students seeking to transfer to four-year institutions. This is likely closely tied into affordability, as the ability to commute to school can dramatically reduce the cost of attendance for many students, especially those planning on attending school while living at home with family. One respondent stated that MSU and CU Denver are both close to home for them, so they can live there and not have to worry about housing; they can also stay close to home and be able to work while in school.

The availability of specific majors and programs was also a key factor in many respondents' decision-making process. One respondent chose to attend Metro State University as it had a specific information technology program in business he was looking for.

Finally, the ease of the transfer process into a school was also a key consideration. A respondent noted that there is a guaranteed transfer program with the community college they attend that they want to take advantage of; it was a big reason for them being set on CU Denver, as it made things so much easier.

The complete list of key themes with regard to decision-making criteria for transferring to a 4-year institution, including a more detailed analysis of the interview results can be found in Appendix D. The RSI team strongly suggests a detailed look at Appendix D for a deeper contextual understanding of student perceptions.

Interview Data Aggregation

In order to aggregate the interview responses from the study and identify key themes in each of the respective interview areas, all 63 individual interview notes were reviewed. For each main interview section, key insights were extracted and sorted into main categories that were mutually exclusive and collectively exhaustive. Once this was completed for all 63 individual raw interview notes, as compiled by the interviewers, the most prominent themes were selected and the least recurring themes removed. The full, expanded analysis of the interview results can be found in Appendix D.

Recommendations

Based on the findings of the study, there are three main recommended actions that could increase the number of community college transfer students applying to Leeds and CU as a whole. They are as follows:

- Increasing the overall ease of and removing barriers within the transfer process
- Shaping Leeds/CU to be more inclusive, supportive, and transfer-student welcoming
- Strengthening & expanding transfer-specific onboarding and orientation programs

First, breaking down barriers for transfer students applying to CU and into Leeds more easily could be effective. As stated earlier, the credit transfer process for students appears to be quite difficult, especially for students attempting to enter Leeds because its curriculum is so unique. Creating a transfer process that is more digestible and providing ample information about the requirements and process in detail would enable transfer students to more easily come to CU and Leeds. Considering admission promise programs similar to what CU Denver has established with many local community colleges could be another effective way to increase the number of community college transfer students and by proxy, increase the diversity of the student body. This way, students would be guaranteed that they are taking courses whose credits would transfer directly to Leeds. Lastly, increasing access to and the quantity of financial aid and scholarship opportunities would attract more students to CU and Leeds and would preclude them from attending different universities as a result of cost.

Second, RSI recommends shaping Leeds and CU as an inclusive and supportive campus that welcomes transfer students. Part of achieving this starts with making the transfer process more streamlined, as mentioned above. The main goal should be to increase communication about mentorship opportunities, academic advising, student organizations, and how the business school creates a smaller and more tight-knit community within the confines of CU. It would also be beneficial to advertise CU and Leeds' academic excellence, as the strong academics of the school are already established amongst community college students. Having a greater presence at community colleges, whether through videos, in-person presentations, bringing students to campus, or word of mouth, would help establish CU and Leeds as a credible and beneficial university and program to transfer into. It could also be beneficial to highlight Leeds' diversity commitments and specific programs,

so that transfer students understand that Leeds and CU are committed to creating a community for students from diverse backgrounds.

Third, RSI suggests strengthening and expanding onboarding and orientation programs for transfer students once they arrive on campus. Transfer students currently have a separate orientation that provides critical information but also isolates them from the rest of the student body. Attempting to integrate transfer students into a larger orientation or onboarding process could prove to increase the cohesion of the student body overall, though the RSI team recognizes that logically, this could be challenging.

These recommendations are aimed to help change the narrative around transferring to CU and shift the perceptions of the transfer process to one that is attainable and worth the investment of time and money. CU's and Leeds' price is justifiable because of the quality education; however, this value proposition and transfer student outcomes should be strengthened and emphasized so that the narrative changes from a stereotypical party school to one of opportunity and excellence amidst a strong and inclusive community.

Suggested Areas of Further Research

There are four additional areas to conduct additional research if time and resources permit. First, a more thorough look at how transfer information is disseminated to prospective transfer students and its effectiveness could prove valuable. Second, a deeper examination of financial aid and scholarships available to transfer students could be undertaken, especially focusing on identifying pain points within the scholarship application process. Leeds is already working to increase the number of scholarships so ensuring transfer students have information regarding these scholarships will be integral to any additional research conducted. Third, identifying the best ways to engage with community colleges and prospective students, as outlined in the second recommended action above could add value. Lastly, gaining more insights from successful transfers currently at Leeds and more deeply researching their experiences so far on campus and how to improve the climate for transfer students could be extremely beneficial.

Appendix

Special Thanks

The RSI team would like to extend a special thank you to each of the perception study interview contributors from the body of the Leeds Student Government and beyond, for lending their scarce time and efforts towards completing this study and conducting on-site interviews. Additionally, RSI would like to thank Associate Dean Laura Kornish for contributing her support and expertise throughout the process.

About RSI | Goals and Values

The Reduced Student Inequities (RSI) committee of the Leeds Student Government exists for the purpose of bettering the student experience for all Leeds students. By leveraging the core values of integrity, open-mindedness, and cooperation, the team hopes to pursue the reduction of student inequities in the short and long term by emphasizing the importance of continued learning, open dialogue, and empowerment within the Leeds community.

Appendix items are included on the following pages:

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Raw interview notes for this study and additional data analyses used throughout can be obtained upon request; please contact the study authors or Leeds Student Government at lsg@colorado.edu for further details.

- RSI Proposal

Leeds Incoming Transfer Analysis

August 08, 2021

- AGENDA

- Project Scope
- Key Objectives
- Framing the Problem
- Data Needs
- Soliciting Input from Stakeholders
- Timeline
- Team
- Next Steps

1

Project Scope

Focus on the transfer student recruitment pipeline and process, especially as it relates to community colleges



OUR FOCUS

We aim to provide recommendations for diversifying the recruitment pool at Leeds through focusing on transfer students

2

Key Objectives

External and internal (to the team) objectives for this initiative

• SEMESTER INITIATIVE OBJECTIVES

External Objectives

- Identify schools with underrepresented students that Leeds can target
 - Community colleges
 - Higher-Ed Direct transfers
 - Possibly HS (if time)
- Identify outside perception of Leeds from CC & transfer students
- Identify barriers to application and pain points for transfers

Internal Objectives

- Identify a tangible end result for this semester and path forward for the next semester
- Continue building reputation of LSG and RSI as advocating for students
 - Grow our ability to collect student perspectives and share these sentiments constructively

● LONG-TERM OBJECTIVES

External Objectives

- Recruiting from a larger number of schools with underrepresented students
 - High schools
 - Community colleges
 - Direct transfers
- Increasing diversity of the recruitment pool
- Formulate a strategy to shift the outside perception of Leeds

Internal Objectives

- Continue building reputation of LSG as an organization committed to improving the student experience
- Continue building reputation of LSG and RSI as advocating for students
 - Grow our ability to collect student perspectives and share these sentiments constructively

3

Framing the Problem

Our approach to identifying the key drivers of recruiting

● KEY DRIVERS FOR DIVERSIFYING RECRUITMENT /FOR DISCUSSION

Process

What barriers to applications for transfer students exist?

Are there ways to make the application and transfer process more inclusive?

How much sway do articulation agreements hold?

Perception

What perceptions of cost of attendance, culture, diversity, and outcomes could be dissuading prospective underrepresented students?

Pipeline Analysis

What institutions are currently being targeted? How?

How can the CC pipeline create a more inclusive path?

What unique roadblocks do CC students experience?

Are we leveraging our core competencies?

4

Data Needs

What data will we need to collect to inform our hypothesis

● DATA TO INFORM OUR UNDERSTANDING AND HYPOTHESIS



Student Demographics

Gender, racial background, ethnic background, socioeconomic status, etc. What does our student body look like? Which schools do they come from?



Retention Data

Student retention figures, preferably attached to demographic data, as they relate to transfer students. If different, why are different groups of students being retained at different rate?



Outside Perspective from Applicants & Non-applicants

Primary qualitative data from potential transfers on the perception of Leeds. How different is the perception of Leeds from the actual student experience?



Schools Marketed Towards & Visited

Where is Leeds sourcing their recruitment pool? How successful are these target schools? Where are there growth opportunities?



Financial Aid Awards Relative to Competing Schools

Averages of financial aid packages for students. Is there a mismatch between perception of aid and aid given?



Unique Core Competencies of Leeds

What differentiates Leeds among other schools? What will students gain by coming here? Are we effectively leveraging this specifically to transfers?

5

Soliciting Input from Stakeholders

Understanding current systems and soliciting further input

• KEY STAKEHOLDERS



Leeds Admissions

What are key pain points? What are they working on? How can we help? What does the current recruiting process look like? What is the strategy for recruitment?



OIEC

What data is pertinent to our goals and is potentially accessible to us? What can we learn about the experience of underrepresented CU students as it relates to recruiting transfer students?



Program for Exploratory Studies

What is their recruitment strategy? Who do they target? How do they choose who to target? What is their success rate?



Academic Advising

What are sentiments from faculty / admin about transfer process? What are sentiments from students about transfer process? Who else could we start talking with to on this subject?



Leeds Students and Organizations

What are outside perceptions of Leeds from high-performing NON-applicants? How can we capture student perceived strengths of Leeds as well?



Leeds FYE

What can we learn about the experience of a first year student at CU? How can we leverage the FYE to learn about the recruitment pool? Future follow up: How can we use FYE's successes and apply them to transfer students?

6

Timeline

Proposed timeline for the duration of the project

INITIATIVE ROADMAP

Hone in on the scope and key outcomes we hope to achieve as a team

Build an understanding of current recruiting processes, pain points, the transfer landscape, and demographic data

Verify our hypothesis and create data and stakeholder driven recommendations

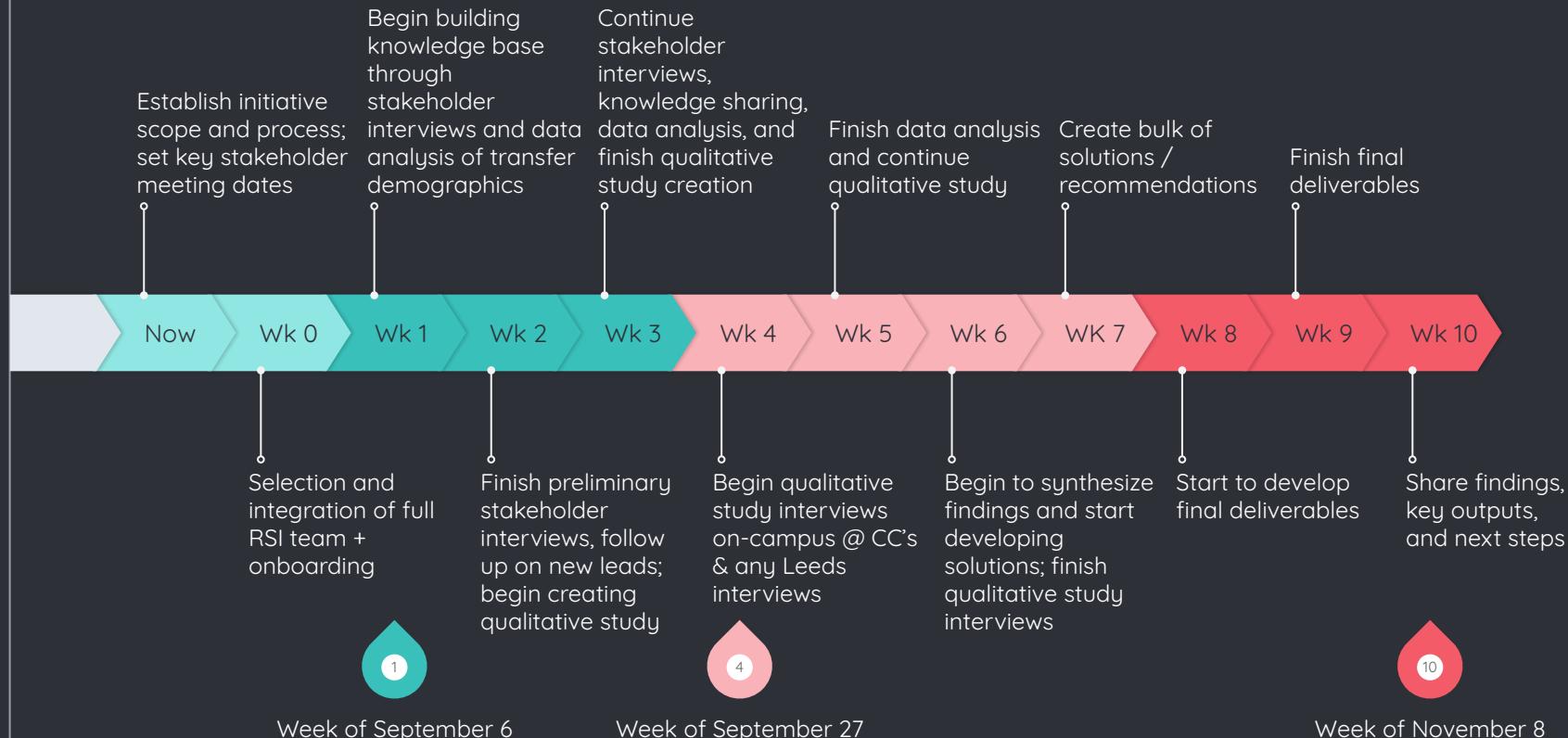


Build a strong team surrounding the initiative and leverage all LSG resources

Identify new opportunities for recruiting transfer students and possible changes to existing processes

Share our findings and align on the best collaborative path forward

INITIATIVE TIMELINE



7

Team

Building a strong team to support this initiative

- TEAM LEADERSHIP



Michael Bortnowski
4th Year - Business
Analytics



Trevor Hall
4th Year - Information
Management



Jesse Alardin Rivera
3rd Year - Social
Responsibility & Sustainability



TEAM OBJECTIVES & NORMS

Team Objectives:

- Develop a team that:
 - Shares core values
 - Expects to generate insights and help enact change
 - Is adaptable, hard working, and communicative

Team Norms:

- We will send materials through before key conversations
- We will be organized and respectful of time for all involved
- We are committed to collaboration and hearing other perspectives
- We greatly appreciate feedback and notes

8

Next Steps

Necessary future action items for this initiative



NEXT STEPS

- Confirming the adjusted scope of this initiative and outcomes
- Continuously receive feedback about goals, timeline, etc.
- Discuss data acquisition and feasibility, what do we have access to?
- Confirm meetings and key conversations with stakeholders
- Continuing to understanding the level of urgency for key objectives, where could we help the most?



Thank You

Leeds Incoming Transfer Analysis

August 08, 2021

Appendix B: Top 3 CC's for Transfers into Leeds



Honorable Mention



- **2.87** mean first semester GPA (Leeds)
 - **-0.53** differential from transfer GPA to first semester GPA (Leeds)
- **~67%** Graduation rate after 3 years (Leeds)
- **~32%** BIPOC (Transfers into Leeds); **~25%** BIPOC (Transfers into CU)
 - Student body at Front Range Community College is **~34%** BIPOC
- n = 221 (Leeds); n = 2433 (CU)

- **3.04** mean first semester GPA (Leeds); **2.84** mean first semester GPA (CU)*
 - **-0.34** differential from transfer GPA to first semester GPA (Leeds)
- **~57%** Graduation rate after 3 years (Leeds)
- **~45%** BIPOC (Transfers into Leeds); **~45%** BIPOC (Transfers into CU)
 - Student body at Community College of Aurora is **~64%** BIPOC
- n = 11 (Leeds); n = 136 (CU)

- **3.17** mean first semester GPA (Leeds); **2.89** mean first semester GPA (CU)*
 - **-0.32** differential from transfer GPA to first semester GPA (Leeds)
- **~67%** Graduation rate after 3 years (Leeds)
- **~37%** BIPOC (Transfers into Leeds); **~22%** BIPOC (Transfers into CU)
 - Student body at Arapahoe Community College is **~26%** BIPOC
- n = 35 (Leeds); n = 311 (CU)

- **3.02** mean first semester GPA (Leeds); **3.00** mean first semester GPA (CU)*
 - **-0.51** differential from transfer GPA to first semester GPA (Leeds)
- **~71%** Graduation rate after 3 years (Leeds)
- **~18%** BIPOC (Transfers into Leeds); **~30%** BIPOC (Transfers into CU)
 - Student body at Pikes Peak Community College is **~38%** BIPOC
- n = 11 (Leeds); n = 199 (CU)

Sources: CU Boulder Undergraduate Transfer Student Retention & Graduation Rates (Tableau Public Data), Respective Community College Websites

Notes: All data is from 2010-2020; Top 3 selected community colleges' enrollment is between 10,716 and 13,676 students each, Pikes Peak CC enrollment is 19,102 students

Appendix C: LEGEND & GENERAL GUIDANCE - LSG RSI CC INTERVIEWS

BOLD = Please prioritize these questions, non-bolded questions are more optional or exist as general guidance

Highlighted: key areas where interesting data points may arise.

Identification: Each person interviewing will label their person with their name, the order they arrived in the interview, and add the time they began their interview in parenthesis

- Ex.) Jesse 1 (12:45); Jesse 2 (1:05); Jesse 3 (1:40)

PRE-INTERVIEW PREP

- An email will have been sent out to the professor ahead of time and a class announcement will have been made by the interview lead for the specific day you are interviewing
- Go over the general scope of the survey, but be careful not to bias perceptions
- The most important thing is to make your interviewee feel comfortable and at ease
 - Encourage the interviewee to be authentic and real with their answers
- We will create blank forms you can type answers into, or printouts if you'd prefer pen and paper

INTRODUCTION

While the student is getting pizza:

[Greeting] We are trying to learn a little bit more about students at [insert CC here]. While you're grabbing some pizza, do you have a minute to answer a few questions about your experience here and plans for the future?

[If they are skeptical, show the list of questions and say they are welcome to read over them. Also, offer to give LK's contact information to add legitimacy, you can also introduce yourself as a member of LSG, although we hope to not have to so that we don't introduce bias]

[Once hooked, give them a high-level overview of what exactly we're studying (performing a study of community college students and their plans after graduation), and obtain verbal consent to participate. Let them know you'll be taking notes.]

INTERVIEW QUESTIONS

Demographic Questions:

1. Approximate age: 23 or under, 23-30, 30+, or decline to state
2. **Are you a first-generation college student?**
3. **If you're comfortable sharing, what ethnicity do you most closely identify with?**
4. **If you're comfortable sharing, do you identify as a part of the LGBTQIA+ community?**
5. **If you're comfortable sharing, what is your gender identity?**

Background Questions:

- 1. What year are you in the program?**
 - a. Part-time students might not identify with a “year in the program”. Maybe ask how far into their coursework they are, or how many courses they have taken instead
- 2. Why did you choose to attend [insert CC here]?**
 - a. Are you working while you are in school?
 - i. How much do you work?
 - ii. What do you do?
 - b. Did you enroll here directly after high school?
 - i. If not, what did you do after high school?
 1. Take note if in the military, took time for financial reasons (or worked for similar reasons, etc.). Make connections to what their overall situation might tell us about their perceptions.
- 3. What are you studying?**
 - a. What do you want to do with your education?
 - i. Look for whether they are trying to transfer elsewhere. This will fuel our discussion questions.
 - b. What are your plans after [insert CC here]?

Discussion Questions:

- 4. Are you considering transferring to a 4-year college?**
 - a. Yes/Maybe/No/Not Sure
 - i. If yes, what school(s) are you considering?
 - ii. If not considering CU, ask about the perceptions of schools they are considering and why they chose them
 - iii. If not considering 4-year institution, ask about plans after graduating if you haven't already
- 5. Have you ever considered transferring to CU (IF BUSINESS, LEEDS)?**
 - a. Yes/No/Not Sure
 - b. Why/why not?
 - i. Ask them to elaborate on their why nots, might be most interesting data
 - ii. Take special note if a student mentions:
 1. financial reasons
 2. reputation reasons
 3. transfer process reasons
 - iii. If a student is not elaborating, try these questions:
 1. Are you familiar with the transfer process at CU?
 2. Are you familiar with the financial aid resources at CU?
 3. Tie this line of questioning back to:
 - a. Their reasons for choosing CC
 - b. What they want to do after graduation/with their degree
 - c. What they did before CC (if applicable)

4. This could be the meat and potatoes of this study, try to get as much as you can here without pushing any boundaries
- c. **What perceptions do you have about CU/Leeds/Boulder?**

 - i. Financial?
 - ii. Political?
 - iii. Demographical? [Look for any patterns in these answers]
6. **Do you know anyone who has transferred to CU or Leeds?**

 - a. **What are their feelings about CU / Leeds?**
 - i. **Have they enjoyed it?**
 - b. **Are you familiar with their transfer process?**
 - i. **If yes, what do you know about it?**
7. As a thank you, if it comes up, ask them **if they have any questions for you about CU?**

 - a. Leeds?
 - b. In general?
 - i. Off script sub-questions here, if relevant
8. If they are more extroverted and think you can obtain more helpful information, continue the conversation and see where it flows

 - a. If not, thank them so much for their time and encourage them to grab more pizza
 - b. If you think the interview was particularly valuable, encourage them to keep in touch with us if they would like to and exchange contact information for LSG

Appendix D: CC PERCEPTION STUDY - RESPONSES AGGREGATED



November 11, 2021

Reducing Student Inequities Committee:

Anya Aidun | Michael Bortnowski | Trevor Hall | Jesse Alardin Rivera | Matthew Portillo

With Generous Assistance From:

Alyssa Bullock | Abby Cook | Brigid McNamara | Milagros Lusso | Grace Trahan | Sarah Rego | Benjamin Altschuler

CODES KEY

Community College Codes:

FRCC = Front Range Community College

CCoA = Community College of Aurora

ACC = Arapahoe Community College

Formatting for excerpt codes:

[Community College Code]-[First Initial][Last Initial][Interview Number]

DEMOGRAPHICS SUMMARY OF RESPONDENTS

(Demographic Questions)

- 63 students were interviewed between three schools including Front Range Community College (Westminster Campus) [19 interviews], Community College of Aurora (Lowry Campus) [10 interviews], and Arapahoe Community College (Littleton Campus) [34 interviews]
- The majority of Interviewees were 23 and under, with the rest being represented in the 30 and under category
- Both first-generation and non-first generation college students were represented
 - For those that were non-first generation, there was a higher prevalence of students pursuing concurrent enrollment while in high school
 - For those that were first-generation, there seemed to be a higher prevalence of an education gap between high school and college
- Latino, White, AAPI, and Black students were all interviewed
- Some interviewees identified as a part of the LGBTQ community, but most did not
 - The majority of people interviewed were cisgender, but not all

COMMUNITY COLLEGE ENROLLMENT DECISION CRITERIA

(Questions 1-3)

KEY THEME: Proximity to home and work

- FRCC-ML05: Close proximity to family/home
- FRCC-ML04: FRCC was closer than his previous CC (Metro) to his house
- FRCC-MB02: Proximity to work and life, ease of parking on campus for free

- FRCC-BA02: Chose FR because it was close to home
- FRCC-AB05: Attended FRCC because it was close to home
- FRCC-MB02: Some expressed that they had jobs outside of school that they commuted to midday, and it was part of the reason they chose Front Range (proximity)
- CCoA-AA01: Proximity is a big factor, chose CC Aurora for the same reason
- CCoA-AA05: CC Aurora is close to home
- CCoA-AA08: Lives in Denver, CU too far for an in-state school
- CCA-SR02: Chose Arapaho because it is close

KEY THEME: Affordability

- FRCC-ML05: “saving \$ by not attending 4-year university before knowing what she wants to study”
- FRCC-ML02: It was cheaper than a traditional 4-year college
- FRCC-BA03: FRCC offered a cheaper way to shift careers
- FRCC-BA02: Chose FR because it was close in his price range
- FRCC-AB02: Wants to lower overall college costs
- ACC-GT01: Attended ACC to save money to be able to afford the last two years at Leeds

KEY THEME: Partnerships with dual-enrollment for high school students

- FRCC-MB04: Had a partnership program with the HS
- FRCC-MB02: Concurrent enrollment offerings while in high school and then continued going
- FRCC-MB01: Dual enrollment while in HS
- FRCC-BA01: Chose FRCC because of the “Gateway to College” Program: Start in high school, meant for struggling students, helps them to get back on track and get a high school diploma while also getting college credits
- FRCC-AB07: High school has a concurrent enrollment program with FRCC

KEY THEME: Grade improvement before applying to a 4-year institution

- FRCC-AB02: Wants to get better grades before transferring and wants to lower overall college costs
- CCoA-AA03: Taking some science classes to boost those grades before applying to grad school
- CCoA-AA08: Graduate student knocking out credits

KEY THEME: Strong community and social fit

- FRCC-ML04: Attended Metro State University first, did not like it due to lack of community, then transferred to FRCC
- FRCC-ML03: The community aspect was really important to him and he felt as if FRCC has a big community of Hispanic students
- FRCC-ML01: Went to CCD for one semester & then transferred to FRCC because it was a better social fit

KEY THEME: Small class sizes and the ability to form personal relationships

- FRCC-ML03: small class sizes were important because he likes when professors form personal connections with their students
- FRCC-MB02: Much smaller class sizes than large university lecture halls and you actually get face time with professors in entry-level classes

KEY THEME: In-Person instruction options post-COVID

- FRCC-ML04: he wanted the in-person instruction that FRCC was offering
- FRCC-ML03: Transferred to FRCC from Metro because he did not like the teaching style during COVID as they were not offering in-person classes

KEY THEME: Undecided and using community college to help figure out what to study

- FRCC-ML05: Wanted to get her “foot in the door” for a 4-year university without the commitment because she was still trying to decide what she wanted to do
- FRCC-ML01: Wanted to go to college but wasn’t sure about their career path yet

PLANS AFTER COMMUNITY COLLEGE

(Questions 3-5b)

KEY THEME: Transfer to a 4-year institution

- FRCC-ML05: Transfer to a 4-year college after obtaining an Associates in a math/science field
- FRCC-ML04: CSU, CU Boulder, CU Denver
- FRCC-ML03: Metro State University
- FRCC-ML02: Attend a 4-year college and get a bachelor’s degree
- FRCC-ML01: To attend a 4-year college and get a bachelor’s degree, does not know major yet
- FRCC-MB04: Transfer out to a 4 yr and study business, engineering
- FRCC-MB03: Transfer out to a 4 yr and study business, interested in marketing and finance or cybersecurity minor in journalism
- FRCC-MB02: Metro State was the one that was certain for the business student; he had started there and loved it but tuition was too expensive as he was not yet in state, so will be transferring back once he’s done
- FRCC-MB01: Transfer out to a 4 yr and study nursing and maybe be a PTA as well
- FRCC-AB07: Colorado School of Mines, might consider more schools
- FRCC-AB05: Get associates at FRCC in English, transfer to a 4-year, then become an English teacher
- FRCC-AB04: Transfer to a 4-year and become a therapist
- CCoA-AA01: Transfer out to a 4 yr and study nursing, wants to go to CU, or maybe to go an out of state 4-year university
- CCoA-AA03: Wants to go into the medical side of things
- ACC-SR01: Considering transferring to Metro after 2 years
- ACC-SR02: Studying business, wants to transfer to marshall (USC)
- ACC-JAR03: Transfer to UNC to finish a degree and then become a teacher
- ACC-JAR02: Transfer to UT Austin; UT has a good business program
- ACC-GT03: Transferring to CU Denver most likely or possible Metro State University
- ACC-AB05: Hopes to transfer to UNC or MSU
- ACC-AB04: Graduate from ACC, take a gap year, then transfer to MSU to major in journalism and get internships
- ACC-ACBM02: Going the do the bridge program, for CSU and Castlerock - stern campus business only

KEY THEME: Not pursuing higher education

- FRCC-BA02: Has never considered 4-year college; “School isn’t my thing,” Wants to work as early as possible
- FRCC-BA03: Not a “school person” and wants to enter the workforce right away; If she were to go to a 4-year college it would be after a few years of work experience
- FRCC-AB01: Earn an associates degree to enter the workforce; automotive industry
- ACC-SR02: No 4-year college; taking on construction business from dad

DECISION CRITERIA FOR TRANSFERRING TO A 4-YEAR INSTITUTION

(Questions 3-5c)

KEY THEME: Proximity to home and work

- FRCC-ML05: Not sure yet, depends on the proximity to her family and her family circumstances, hopes to stay in Colorado but ultimately will follow wherever her fiance and his job goes
- FRCC-ML02: Considering CU Boulder, CSU; would like to stay close to his family so looking at colleges in close proximity
- CCoA-AA01: Proximity is a big factor, chose CC Aurora for the same reason
- CCoA-JAR01: CU Denver works because it’s close to home and seems affordable
- CCoA-AA08: CU too expensive, too far from home in Denver
- ACC-SR2: Considered boulder (is a dream) but is far
- ACC-JAR04 Hasn’t explored CU Boulder much because she really wants to stay in Denver
- ACC-GT03: MSU and CU Denver are both close to home, so he can live there and not have to worry about housing; he can also stay close to home and be able to work while in school
- ACC-ACBM12: Not really interested in CU or CSU trying to live at home

KEY THEME: Affordability

- FRCC-ML03: CU Boulder is more expensive than what they can afford, not financially viable so they do not consider it an option
- FRCC-MB03: Price is also important
- FRCC-MB02: Metro State was too expensive as he was not yet in-state, so will be transferring back once he’s done
- FRCC-AB04: Have not considered CU because it’s too expensive
- FRCC-AB02: Get an inexpensive education to work in the business fields
- ACC-SR02: Is currently on financial aid but is not enough for the student to go to CU boulder
- FCC-AB03: Going to Metro because of proximity and lower relative costs; wants to stay in the area and wants an inexpensive education
- ACC-ACBM03: High school doesn’t help with financial aid

KEY THEME: Available majors and programs

- FRCC-MB03: Classes he would be taking and majors available were strong considerations
- FRCC-MB02: MSU had the IT program in business he was looking for
- FRCC-MB01: CU did not have a nursing-specific practically driven program
- FRCC-BA03: Campus layout and programs are the biggest factors
- FRCC-AB04: Chose CU Denver because it has the psychology program that they want
- CCoA-AA04: Integrated nursing program with Anschutz

- CCoA-JAR01: CU Denver has the right program she's looking for; it has a good nursing program and good pipeline from CC
- ACC-AB04: Thinks CU Boulder is a good university, just not the one for them since it does not align with his major

KEY THEME: Ease of transfer process

- ACC-JAR04: There is a guaranteed transfer program with ACC she wants to take advantage of; a big reason for being set on Denver, it makes things so much easier
- ACC-ACBM01: Student is going to CSU and not considering CU because it provided sufficient resources to assist student in transferring; University ambassadors conduct visits during class to share information
- ACC-ACBM02: CSU provides a bridge program with a clear articulation agreement
- ACC-ACBM04: CU Denver provided good resources to assist students in transferring

KEY THEME: Strength of community (Intercultural)

- FRCC-MB02: The business student chose Metro State as it was very Hispanic friendly
- ACC-AB07: Stated that ACC was very Hispanic-friendly and that it was welcoming getting to speak with their “brothers and sisters”
- ACC-JAR05: campus atmosphere is very important and she's not fully sure if CU has that as the right fit

GENERAL PERCEPTIONS OF CU AND LEEDS

(Questions 5-8)

KEY THEME: Expensive

- FRCC-ML03: The main perception was that it was costly and that had caused them to refrain from considering it as a viable option
- FRCC-MB02: Cost was also mentioned, as CU is more expensive
- FRCC-BA02: “CU seems like a good school but is too expensive”
- FRCC-AB06: Decided not to attend because it was too expensive
- Thought CU was better than CSU overall but chose CSU because it was the less expensive grad school
- FRCC-AB04: Stated it was an expensive school
- FRCC-AB03: Mentioned that the financial burden of attending was his largest obstacle
- CCoA-AA01: Boulder is expensive
- CCoA-AA03: Seems a bit expensive
- CCoA-AA08: CU too expensive, too far from home in Denver.
- CCoA-JAR01: Nice college and city but expensive
- ACC-SR02: Considered boulder (is a dream) but is expensive
- ACC-JAR04: Thinks CU Denver is more affordable
- ACC-JAR03: Very expensive tuition and high cost of living in CO
- ACC-JAR02: CU is expensive and would rather go to someplace new if paying that much
- ACC-GT04: CU Boulder has expensive tuition and housing
- ACC-GT01: CU Boulder is very expensive

- ACC-AB07: Too expensive + they did not want to live on campus their first year; Stated there was too much commitment to affording CU Boulder; Scholarships come with so many stipulations and it is tough for students who want to work their way through college; i.e. GPA requirements, mandatory meetings/events, mandatory progress, etc; Stated that they understood why CU Boulder wanted to have freshman live on-campus but stated that that is not for everyone and the school needs to realize that
- ACC-ACBM03: Boulder is really liberal and “expensive as hell”

KEY THEME: Strong academics

- FRCC-ML02: CU Boulder has a high-ranking aerospace engineering program and is close to his family
- FRCC-MB03: Has not heard much about boulder at all, except that its a good business school
- FRCC-MB02: They agreed you had to be an A student to get into CU and if you did get in you should probably still go because of the prestige despite the negative connotations
- FRCC-MB01: When he toured, the school seemed extremely business centered and that was by and large the program of excellence
- FRCC-BA02: “CU seems like a good school...”
- FRCC-AB07: Thought it was a good school, but very “general”
- FRCC-AB06: Said they thought CU Boulder was an excellent school
- FRCC-AB04: Stated they thought the school was prestigious and demanding of its students
- FRCC-AB03: Believes the Leeds School of Business is a very prestigious school to get into and that it has many valuable connections and opportunities for students
- CCoA-AA04: Credibility in terms of education
- CCoA-AA06: Positive because it's a good education
- CCoA-AA08: Loves CU's competitive environment
- ACC-AbBr03: Leeds is a great school
- ACC-GT01: Leeds is a prestigious college
- ACC-JAR01: Has heard Leeds is one of the best business schools in the state; thinks that Leeds is a good school but doesn't think that the “prestige” of an undergraduate university is that important
- ACC-JAR05: Doesn't know much about either school (CU and CSU) but has heard good things about both schools; her considerations are largely based on the name of the school; her main factor in deciding will be the quality of the journalism program

KEY THEME: Party school

- FRCC-MB04: A lot of people have very strong opinions about Boulder but they kind of ignore those; “My team is better than your team” mentality [Boulder Barstool Sports: Sucks to be a Ram]
- FRCC-MB02: Party school perceptions, you have to be super focused on your studies to do well otherwise you can fall into the wrong scene pretty easily. There were apprehensions about this being a big risk and not worth it for many; it was seen as a place more immature and younger students go to just get away from their parents
- FRCC-BA03: CU is too big (population-wise) and they see it as a party school
- FRCC-AB03: Stated CU Boulder was a large party school
- ACC-AA01: people seem to have fun there
- ACC-AB02: thought it was a party school and that that “reputation was very damaging and well-known”

- ACC-AB07: Thought that in order to succeed at Boulder, a student would have to be exceptionally strong-willed and disciplined to be able to focus on academics and not on the parties/frats; thought there was too much partying
- ACC-GT03: CU Boulder is a party school, which is a deterrent
- ACC-JAR02: Party school, is kind of enticing but doesn't like aspects of party culture; negative preconceptions about fraternities, he has heard bad things about them
- ACC-GT04: CU Boulder has a privileged student body that likes to party

KEY THEME: Lacking a strong sense of community and diversity

- FRCC-MB02: One of their friends had transferred and overall loved it but it hasn't been nearly as community-oriented as front range was for this student
- FRCC-AB06: Not diverse, both racially and gender-wise
- AAC-AB05: averse to the city of Boulder, even if the campus itself seemed OK. "Boulder just gives you the willies" "Boulder just makes you uncomfortable" The whole city gives off bad vibes and an unfriendly and unwelcoming environment. Said campus was good, but the entire city of Boulder was not; the campus was friendly and engaging when she visited
- ACC-AB07: Knows that it is very white ("too white" in their words); thought it would be difficult to connect with others in part due to the rampant frat culture
- ACC-JAR05 community: Not sure if CU is as tight-knit as ACC; doesn't want to be at a school where she's just a number; wants a connection to peers and professors
- ACC-JAR03: Wealthy area that seemed exclusive to less wealthy people
- ACC-JAR02: [CU] Attracts certain students he wouldn't want to associate with

KEY THEME: Lacking overall knowledge of CU Boulder

- FRCC-ML01: They have no perceptions about CU Boulder, they just did not know much about the school so they hadn't thought about transferring there
- FRCC-ML02: No current perceptions about it including anything to do with finances, seemed to be generally uninformed about the transfer process and CU Boulder in general
- FRCC-AB05: Stated they know very little about CU Boulder in general since they have not researched
- FRCC-AB03: Stated they had not asked many questions about CU Boulder and therefore did not know much about the school
- CCoA-JAR01: Don't really know much about CU or Boulder
- CCoA-AA08: Very little perception of Boulder / CU students
- CCoA-MP01: Broad response: pretty, good. not too familiar

KEY THEME: Boulder is a scenic and desirable place to live

- CCoA-AA01: Boulder is pretty and people seem to have fun there
- CCoA-AA02: CU seems like a nice place to be, would be fun to live in Boulder
- CCoA-AA03: CU is pretty with a good environment
- CCoA-AA03: Nice living conditions
- CCoA-JAR01: Nice college and city but expensive
- ACC-GT01: Boulder has an amazing location and
- ACC-GT04: Boulder is a very pretty location

KEY THEME: Boulder is too big

- FRCC-BA03: CU Boulder is too big (student population-wise)

- FRCC-AB05: That it is a huge college (large student body + large campus)
- ACC-AB3: Thinks of large crowds when CU Boulder is mentioned; heavily populated campus and town

KEY THEME: Political views do not align with CU or Boulder

- ACC-AB03: The people there do not share the same political views
- ACC-ACBM03: Boulder is really liberal

PERCEPTIONS OF CU BOULDER AND LEEDS TRANSFER PROCESS

(Questions 5-8)

KEY THEME: Very challenging transfer process

- FRCC-ML04: biggest takeaway from it was that not all of their credits from FRCC would transfer equally to CU Boulder so they were hesitant to start looking into the transfer process because they felt it might not be worth it
- FRCC-MB02: Yes, a lot of people say its very difficult relative to other schools, especially business
- FRCC-MB02: One of their friends bailed on an acceptance to Leeds and went to CU Denver because the transfer process and which courses counted were both better at CU Denver
- FRCC-MB02: MSU had a much easier transfer process
- FRCC-BA03: Worst pain point is the letters of recommendation as they are outside the applicant's control
- FRCC-AB04: Emphasized that the transfer process was very painful; CU Boulder won't accept some transfer credits which is a huge turn-off for students who have worked hard to earn them. States that CU Boulder has, by far, the hardest transfer process out of all the schools in the state and that it was not worth it
- ACC-JAR4: There is a guaranteed transfer program [to CU Denver] with ACC she wants to take advantage of; a big reason for being set on Denver, it makes things so much easier; education program
- ACC-JAR03: Hard to find details on website [financial aid]

CCCS Enrollment by Student Demographics

Percentage of Headcount by IPEDS Race/Ethnicity by College: AY 2020-2021

College	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multiple Races	Native Hawaiian or Pacific Islander	Non-Resident Alien	Unknown	White	Total % Students of Color ¹
ACC	0.4%	3.8%	2.5%	14.6%	4.0%	0.2%	1.0%	14.5%	59.0%	25.5%
CCA	0.4%	6.0%	18.2%	31.0%	5.5%	0.4%	3.9%	3.6%	31.1%	61.4%
CCD	0.8%	5.3%	11.2%	34.7%	4.4%	0.2%	5.0%	2.6%	35.6%	56.7%
CNCC	1.1%	0.8%	2.4%	16.3%	3.2%	0.1%	1.2%	8.1%	66.8%	24.0%
FRCC	0.6%	4.0%	1.7%	22.7%	3.7%	0.2%	1.4%	3.2%	62.6%	32.9%
LCC	2.0%	0.3%	3.2%	33.7%	3.2%	0.1%	2.2%	1.3%	54.0%	42.5%
MCC	0.5%	0.4%	6.9%	31.3%	2.1%	0.1%	1.9%	1.9%	55.0%	41.2%
NJC	0.3%	0.7%	2.1%	15.6%	2.8%	0.1%	1.9%	2.7%	73.9%	21.5%
OC	1.0%	1.5%	5.2%	39.5%	3.0%	0.1%	3.0%	3.6%	43.0%	50.3%
PCC	2.5%	1.1%	4.8%	33.0%	3.3%	0.2%	0.5%	3.6%	51.1%	44.8%
PPCC	0.6%	2.9%	7.4%	21.4%	6.3%	0.5%	0.7%	2.9%	57.4%	39.1%
RRCC	0.8%	3.2%	1.6%	18.8%	3.6%	0.3%	1.2%	4.1%	66.5%	28.2%
TSC	1.3%	0.9%	4.0%	41.3%	1.9%	0.4%	2.6%	7.4%	40.2%	49.8%
CCCS Total	0.7%	3.5%	5.6%	24.1%	4.3%	0.3%	1.8%	5.2%	54.6%	38.4%

¹ Students of Color subtotal includes students reporting as American Indian or Alaska Native, Asian, Black or African American, Hispanic, Multiple Races, and Native Hawaiian and Other Pacific Islander. Headcount is unduplicated by academic year with the most recent race/ethnicity retained.

Students of Color as Proportion of Overall Headcount: AY 2016-2017 to AY 2020-2021

College	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ACC	26.6%	23.2%	22.2%	22.1%	25.5%
CCA	53.6%	56.3%	57.9%	59.4%	61.4%
CCD	50.2%	50.3%	52.4%	56.5%	56.7%
CNCC	18.6%	17.2%	19.2%	16.9%	24.0%
FRCC	26.2%	26.6%	29.1%	31.5%	32.9%
LCC	31.8%	35.8%	38.8%	39.9%	42.5%
MCC	25.5%	29.0%	31.3%	31.5%	41.2%
NJC	24.0%	23.1%	21.9%	24.9%	21.5%
OC	35.4%	40.2%	46.4%	48.0%	50.3%
PCC	43.0%	42.3%	44.9%	43.9%	44.8%
PPCC	34.1%	35.4%	37.1%	38.3%	39.1%
RRCC	26.1%	25.5%	27.6%	28.3%	28.2%
TSC	46.4%	47.1%	47.6%	47.3%	49.8%
CCCS Total	34.3%	34.4%	35.7%	36.7%	38.4%

Percentage of Headcount by Age Group² by College: AY 2020-2021

College	<18	18-20	21-24	25-34	35-44	45-54	55-64	65+	Average Age	Median Age
ACC	33.5%	22.8%	11.2%	17.2%	9.1%	4.4%	1.5%	0.2%	24	19
CCA	36.8%	23.8%	12.8%	16.1%	7.2%	2.3%	0.6%	0.2%	22	19
CCD	11.6%	27.8%	22.3%	27.9%	7.3%	2.4%	0.6%	0.1%	25	22
CNCC	24.0%	29.1%	13.6%	15.9%	9.0%	4.5%	3.1%	0.8%	25	20
FRCC	23.6%	28.4%	19.1%	19.3%	6.2%	2.4%	0.9%	0.1%	23	20
LCC	22.0%	49.5%	11.8%	8.8%	5.3%	2.0%	0.5%	0.2%	22	19
MCC	30.7%	28.6%	11.7%	15.7%	7.5%	4.3%	1.1%	0.5%	24	19
NJC	15.7%	42.2%	10.3%	11.4%	9.4%	6.3%	3.9%	0.9%	26	20
OC	25.7%	36.4%	9.3%	14.3%	6.9%	3.7%	2.2%	1.5%	24	19
PCC	19.6%	19.4%	13.6%	25.3%	13.8%	5.9%	2.0%	0.3%	27	24
PPCC	13.7%	26.8%	19.8%	26.0%	9.1%	3.3%	1.1%	0.2%	25	22
RRCC	19.6%	26.6%	17.6%	24.0%	7.7%	3.2%	1.0%	0.2%	24	21
TSC	22.9%	30.4%	14.0%	15.7%	10.0%	3.8%	3.0%	0.4%	25	20
CCCS Total	23.2%	26.4%	16.5%	20.9%	8.2%	3.4%	1.2%	0.2%	24	21

² IPEDS age is used. Percentages are based on reported data only. A small number of students, less than 0.02 percent, did not report a birth date. Headcount is unduplicated by academic year with the most recent age retained.

Percentage Change in Proportion of Students by Age Group: AY 2016-2017 to AY 2020-2021

College	< 18	18-20	21-24	25-34	35-44	45-54	55-64	65+	Average Age	Median Age
ACC	52.7%	18.4%	-11.4%	-9.0%	-6.6%	-4.0%	-12.7%	-26.2%	-6.2%	-9.5%
CCA	44.8%	-2.1%	-21.8%	-21.9%	-22.3%	-45.5%	-52.1%	-30.0%	-8.5%	-9.5%
CCD	-23.7%	-23.9%	-24.4%	-10.7%	-12.2%	-30.7%	-57.5%	-53.1%	0.5%	0.0%
CNCC	-5.0%	-5.2%	-5.3%	-20.0%	-18.9%	-38.1%	-43.0%	-40.0%	-5.9%	-4.8%
FRCC	69.2%	1.3%	-18.4%	-15.0%	-19.2%	-30.0%	-31.0%	-49.2%	-6.2%	-9.1%
LCC	-14.2%	-6.8%	-3.6%	-25.9%	-4.0%	-18.2%	-72.2%	0.0%	-1.9%	0.0%
MCC	4.2%	-21.3%	-8.3%	-5.0%	-11.8%	-19.1%	-68.9%	-80.5%	-6.9%	0.0%
NJC	1.5%	-24.2%	-34.2%	-33.7%	-16.1%	-42.3%	-28.7%	50.0%	-2.0%	0.0%
OC	5.9%	-14.0%	-34.3%	-17.4%	-13.2%	-39.1%	-61.8%	-63.5%	-9.1%	-5.0%
PCC	36.3%	6.0%	-15.9%	-5.5%	3.5%	-15.8%	-15.8%	-28.6%	-3.4%	-4.0%
PPCC	39.5%	-2.0%	-12.1%	-13.0%	-11.2%	-28.9%	-31.1%	-32.0%	-3.8%	-4.3%
RRCC	20.7%	-13.7%	-26.4%	-22.0%	-31.8%	-46.0%	-63.9%	-68.5%	-7.2%	-8.7%
TSC	-17.8%	-6.3%	-5.8%	-16.3%	4.0%	-17.7%	19.2%	-18.2%	1.6%	0.0%
CCCS Total	36.9%	-3.8%	-18.2%	-14.2%	-13.6%	-27.5%	-36.3%	-46.0%	-5.1%	-4.5%

Headcount by Gender³ and College: AY 2020-2021

College	Female Students	Percentage Female	Male Students	Percentage Male	Total
ACC	10,257	55.0%	8,381	45.0%	18,638
CCA	6,405	59.4%	4,382	40.6%	10,787
CCD	6,542	63.6%	3,750	36.4%	10,292
CNCC	816	56.9%	619	43.1%	1,435
FRCC	16,373	58.4%	11,665	41.6%	28,038
LCC	563	61.9%	347	38.1%	910
MCC	1,101	65.0%	592	35.0%	1,693
NJC	1,084	62.6%	647	37.4%	1,731
OC	952	62.5%	572	37.5%	1,524
PCC	4,980	57.4%	3,696	42.6%	8,676
PPCC	10,501	60.0%	7,014	40.0%	17,515
RRCC	5,350	53.0%	4,749	47.0%	10,099
TSC	1,221	58.1%	879	41.9%	2,100
CCCS Total	66,145	58.3%	47,293	41.7%	113,438

³ Headcount is unduplicated by academic year with the most recent gender retained.

Headcount of Military Affiliated⁴ Students: AY 2020-2021

College	Active U.S. Military	Veterans	Total Military (Active + Veterans)	Dependents of Active U.S. Military and Veterans	Total U.S. Military Affiliated Students	Percent of Military Affiliated Students	College as Percent of CCCS Total
ACC	74	302	376	391	767	3.6%	7.5%
CCA	108	305	413	244	657	5.1%	6.4%
CCD	59	329	388	140	528	4.2%	5.1%
CNCC	8	23	31	10	41	2.4%	0.4%
FRCC	177	852	1,029	504	1,533	5.0%	14.9%
LCC	3	12	15	15	30	2.7%	0.3%
MCC	5	21	26	23	49	2.3%	0.5%
NJC	3	5	8	20	28	1.5%	0.3%
OC	4	30	34	24	58	3.3%	0.6%
PCC	48	330	378	274	652	7.2%	6.4%
PPCC	1,046	2,003	3,049	2,037	5,086	25.8%	49.6%
RRCC	62	438	500	185	685	5.8%	6.7%
TSC	12	100	112	29	141	5.4%	1.4%
CCCS Total	1,609	4,750	6,359	3,896	10,255	8.1%	100%

⁴ 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.