



MEMORANDUM

TO: Board of Regents

FROM: Michael Lightner, Vice President of Academic Affairs
Jill Taylor, Director of Academic Program and Policy Analysis

DATE: May 16, 2019

ISSUE: New Degree Program Progress

Brief: This report provides projected and actual enrollment and degree counts for degree programs that have been implemented in the last five years. Projections are from the original degree proposals submitted to the Board of Regents. Data on actual enrollment and degrees awarded were provided by the campus Institutional Research offices. Fall headcounts are based on the number of declared majors, including primary and secondary majors.

Background: Historically, the CCHE tracked information on new program enrollments, comparing them to the projections institutions had submitted in their degree proposals; however, the 2008 revisions to Title 23 formally eliminated that responsibility. In fall 2009, the Chancellors and Provosts met with President Benson and system staff to discuss academic issues, including those related to new degree proposals. It was agreed that campuses would provide an annual report on new program enrollments to the board as a follow-up accountability measure.

Issues for Consideration:

- Revenue projections for a new degree program are largely dependent on enrollment; therefore, a comparison of actual enrollment to projected enrollment should indicate whether a program is meeting its revenue goals. However, other factors can play a role in program success.
- Enrollment and degree completions for most programs are near projected levels. Since first-year enrollment is often dependent on issues such as approval timing and marketing, programs that do not meet first-year projections may catch up in subsequent years.
- Comments received from the campuses are provided for programs with below projected enrollment and/or projected degrees.

University of Colorado Boulder

International Baccalaureate, IBA

CU Board of Regents Approved: February 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall Census)					
Projected	10	17	23	30	35
Actual	2	3	1	5	4
Difference from Projected	-8	-14	-22	-25	-31
Degrees (Fiscal Year)					
Projected	0	0	0	5	10
Actual	0	0	2	1	n/a
Difference from Projected	0	0	2	-4	n/a

This program is not admitting new students as of spring 2019. It will be discontinued once current enrollees graduate.

Comparative Ethnic Studies, PhD

CU Board of Regents Approved: February 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall Census)					
Projected	4	8	12	16	16
Actual	1	5	5	9	14
Difference from Projected	-3	-3	-7	-7	-2
Degrees (Fiscal Year)					
Projected	0	0	0	0	4
Actual	0	0	0	0	n/a
Difference from Projected	0	0	0	0	n/a

Fall 2015 was the first year for a complete admission cycle. Adjusting the enrollment cycle so that the first year for projected enrollment is 2015/16 means that the difference in 2015/16 is +1 and -3 in 2016/17. Enrollments should continue to increase in coming years with degree completions usually lagged by five years for this discipline.

Materials Science and Engineering, MS

CU Board of Regents Approved: February 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall Census)					
Projected	3	7	12	21	25
Actual	5	8	13	17	10
Difference from Projected	2	1	1	-4	-15
Degrees (Fiscal Year)					
Projected	0	0	3	6	10
Actual	1	1	9	18	n/a
Difference from Projected	1	1	6	12	n/a

The expected lag between first term enrollment and degree completion is two years for the MS program. A poor recruiting year led to an unanticipated decline in enrollment in 2018-2019. The program is replacing its staff member in charge of recruiting for the MS. Note that the PhD program in Materials Science and Engineering is well above projected enrollments, validating the combined overall cost/revenue projections for these two new graduate degrees.

Materials Science and Engineering, PhD

CU Board of Regents Approved: February 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall Census)					
Projected	3	7	14	23	33
Actual	12	24	33	45	52
Difference from Projected	9	17	19	22	19
Degrees (Fiscal Year)					
Projected	0	0	0	0	2
Actual	0	1	1	0	n/a
Difference from Projected	0	1	1	0	n/a

The MS and PhD in Materials Science and Engineering received approval in winter 2013 and actually accepted existing students who transferred from other degree programs in fall 2013. Fall 2014 enrollments represent the first complete admission cycle to recruit and admit new degree seeking students into the program. Enrollments for the PhD for all terms are well above the first year expectations. The expected lag between first term enrollment and degree completion is four years for the PhD program.

Engineering Plus, BS

CU Board of Regents Approved: June 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall Census)					
Projected	30	86	137	183	183
Actual	42	66	113	123	119
Difference from Projected	12	-20	-24	-60	-64
Degrees (Fiscal Year)					
Projected	0	0	0	15	31
Actual	0	3	8	24	n/a
Difference from Projected	0	3	8	9	n/a

Enrollment projections for this degree program in the degree proposal submitted in June 2013 did not accurately gauge market demand for this degree program. First year enrollments were above projected level but the increase from Year 1 to Year 5 was about 400% above the projected Year 1 level rather than the 600% that was predicted. Trends in Years 3-5 suggest that the program will maintain a steady state of about 120 enrollees rather than the 180 predicted. In so much as this degree does not require any unique resources because students only take a different combination of courses already offered for other Engineering BS degrees, and given the overall growth in the College, there is no substantive issue here.

Supply Chain Management, MS

CU Board of Regents Approved: December 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall Census)					
Projected	10	20	30	30	30
Actual	14	11	6	7	12
Difference from Projected	4	-9	-24	-23	-18
Degrees (Fiscal Year)					
Projected	9	19	28	28	28
Actual	12	11	6	7	n/a
Difference from Projected	3	-8	-22	-21	n/a

The Leeds School of Business has seen growth in master's level enrollments overall of 44% from Year 1 to Year 5 but is aware of the lag in expected enrollment in this professional master's program, given market expectations and predicted demand. Leeds recently created the position of Associate Dean for Graduate Programs with responsibilities including student recruitment for specialized MS degree programs (Supply Chain Management and Real Estate). We expect significant gains for the next cycle. Nonetheless, even at 20 students enrolled in the two programs in 2018-19 rather than the predicted 60, the two programs are well above the break-even point in terms of tuition revenue minus costs of faculty + administration.

Real Estate, MS

CU Board of Regents Approved: December 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	10	20	30	30	30
Actual	2	4	6	8	n/a
Difference from Projected	-8	-16	-24	-22	n/a
Degrees (Fiscal Year)					
Projected	9	18	27	27	27
Actual	2	4	6	n/a	n/a
Difference from Projected	-7	-14	-21	n/a	n/a

The Leeds School of Business has seen growth in master's level enrollments overall of 41% from Year 1 to Year 4 but is aware of the lag in expected enrollment in this professional master's program, given market expectations and predicted demand. Leeds recently created the position of Associate Dean for Graduate Programs with responsibilities including student recruitment for specialized MS degree programs (Supply Chain Management and Real Estate). We expect significant gains for the next cycle. Nonetheless, even at 20 students enrolled in 18-19 rather than the predicted 60, the two programs are well above the break-even point in terms of tuition revenue minus costs of faculty + administration.

Technology, Arts and Media, BS

CU Board of Regents Approved: November 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	70	129	180	203	199
Actual	25	99	184	224	n/a
Difference from Projected	-45	-30	4	21	n/a
Degrees (Fiscal Year)					
Projected	0	0	20	51	50
Actual	0	2	25	n/a	n/a
Difference from Projected	0	2	5	n/a	n/a

The expected lag between first term enrollment and degree completion is four years.

Master of Studies in Law, MSL

CU Board of Regents Approved: November 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall Census)					
Projected	6	8	10	12	15
Actual	8	14	30	n/a	n/a
Difference from Projected	2	6	20	n/a	n/a
Degrees (Fiscal Year)					
Projected	6	8	10	12	15
Actual	4	7	n/a	n/a	n/a
Difference from Projected	-2	-1	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is one year. The CU Board of Regents approved this degree program in November 2014. The comprehensive admission strategy called for an initial entry cohort in fall 2016. Enrollments in this degree program meet or exceed projections provided in November 2014 for the first, second, and third years of this program.

Masters of the Environment, MENV

CU Board of Regents Approved: February 2015

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall Census)					
Projected	20	45	55	65	75
Actual	34	87	125	n/a	n/a
Difference from Projected	14	42	70	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	20	25	30	35
Actual	0	32	n/a	n/a	n/a
Difference from Projected	0	12	n/a	n/a	n/a

Enrollments in this degree program exceeded projections in its first, second, and third years. The expected lag between first term enrollment and degree completion is two years.

Environmental Engineering, MS

CU Board of Regents Approved: April 2015

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall Census)					
Projected	10	22	26	30	34
Actual	13	27	39	n/a	n/a
Difference from Projected	3	5	13	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	10	12	14	16
Actual	7	11	n/a	n/a	n/a
Difference from Projected	7	1	n/a	n/a	n/a

Enrollments in this degree program exceeded projections in its first, second, and third years. The expected lag between first term enrollment and degree completion is two years.

Environmental Engineering, PhD

CU Board of Regents Approved: April 2015

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall Census)					
Projected	8	18	30	34	36
Actual	10	21	18	n/a	n/a
Difference from Projected	2	3	-12	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	8
Actual	5	5	n/a	n/a	n/a
Difference from Projected	5	5	n/a	n/a	n/a

The PhD in Environmental Engineering received approval in April 2015. Fall 2016 enrollments represent the first cohort from the admission cycle. The expected lag between first term enrollment and degree completion is four years for the PhD program. Enrollments were above expectations for Year 1 and met expectations for Year 2, but due to a recruitment shortfall have failed to grow as expected in Year 3. The program reports that its recruitment for Year 4 appears to be more on track. The program was started on the basis of existing faculty; new investments have consisted of minimal expenses for program administration and TA salaries, so cost overruns are not a concern. It is also noteworthy that the CU Boulder graduate program in Environmental Engineering is a top 10 program in the 2017 America's Best Graduate Programs by U.S News & World Report.

Russian Studies, MA

CU Board of Regents Approved: April 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall Census)					
Projected	2	5	9	10	10
Actual	10	8	6	n/a	n/a
Difference from Projected	8	3	-3	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	2	7	6	8
Actual	2	4	n/a	n/a	n/a
Difference from Projected	2	2	n/a	n/a	n/a

Enrollments and degrees awarded in this degree program exceeded projections in Year 1 and Year 2 but lagged projections in Year 3. With such a small program and with the expected lag between first term enrollment and degree completion being two years, one year of less-successful recruiting (as in Year 3) can shift enrollment by a large percentage. No concern is warranted unless the recruiting lag recurs.

Atmospheric and Oceanic Sciences, BA

CU Board of Regents Approved: June 2016

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (Fall Census)					
Projected	30	60	85	95	100
Actual	37	59	n/a	n/a	n/a
Difference from Projected	7	-1	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	15	20	25
Actual	1	n/a	n/a	n/a	n/a
Difference from Projected	1	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is four years.

Elementary Education, BA

CU Board of Regents Approved: June 2016

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (Fall Census)					
Projected	30	30	90	120	
Actual	28	70	n/a	n/a	n/a
Difference from Projected	-2	40	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	26	26
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is four years. This program is commonly a second major for students. It is an extremely low cost program because it is based on existing courses for teacher licensure that had capacity to absorb new students. Enrollment met expectations for Year 1 and exceeded projected growth for Year 2. The School of Education has created new pipelines for guaranteed admission to the BA for students from Front Range high schools who meet admission requirements. It is hoped these efforts will help meet growth projections for Year 3 and Year 4.

Experience Design, MFA

CU Board of Regents Approved: February 2016

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment (Fall Census)					
Projected	9	9	10	10	12
Actual	7	n/a	n/a	n/a	n/a
Difference from Projected	-2	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	9	0	10	0
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

This is a cohort-based program. One new cohort is expected to be admitted every other year. The expected lag between first term enrollment and degree completion is two years.

Leadership and Community Engagement, BA

CU Board of Regents Approved: June 2016

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (Fall Census)					
Projected	30	60	90	120	120
Actual	6	16	n/a	n/a	n/a
Difference from Projected	-24	-44	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	26	26
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is four years. The School of Education has increased recruiting efforts for this major, including implementing a guaranteed admission agreement for Colorado residents from certain pathways programs. Far fewer students than expected enrolled in Year 1, but 167% growth for Year 2 is encouraging, and the School of Education reports increased commitments from admitted students for Year 3. This is a low-cost program that has required little additional faculty hiring so far. Even with current enrollment the costs/revenue balance is at the break-even point.

Organizational Leadership, MS

CU Board of Regents Approved: November 2016

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment (Fall Census)					
Projected	40	60	60	60	60
Actual	146	n/a	n/a	n/a	n/a
Difference from Projected	106	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected					
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is two years.

Higher Education, MA

CU Board of Regents Approved: February 2017

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (Fall Census)					
Projected	15	35	40	45	50
Actual	11	20	n/a	n/a	n/a
Difference from Projected	-4	-15	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	n/a	n/a	n/a	n/a	n/a
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is two years. This program admits new cohorts of students in both the fall and spring semesters, so fall semester census data does not give an accurate picture of enrollments. Spring census showed 21 enrolled in spring 2018 (vs. 11 projected) and 28 in spring 2019 (vs. 35 projected).

Statistics and Data Science, BA

CU Board of Regents Approved: June 2017

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment (Fall Census)					
Projected	25	55	80	90	100
Actual	24	n/a	n/a	n/a	n/a
Difference from Projected	-1	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	10	20	25
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is four years.

College of Media, Communication, and Information Degrees *(the following 11 programs)*

Media Studies, BA

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	60	90	120	180	240
Actual	63	58	46	64	n/a
Difference from Projected	3	-32	-74	-116	n/a
Degrees (Fiscal Year)					
Projected	12	18	24	36	48
Actual	2	4	6	n/a	n/a
Difference from Projected	-10	-14	-18	n/a	n/a

The expected lag between first term enrollment and degree completion is four years for this degree program. In 2017-18, the campus awarded degrees in this program for the initial cohort that enrolled in 2015-16. CMCI has increased its enrollment overall, but student choices of undergraduate majors have been different than projected. Of the majors that were part of the former School of Journalism, one has grown massively (Strategic Communication) but others have grown more modestly or have stayed about the same. CMCI is distributing its resources to reflect this difference from expectations.

Media and Public Engagement, MA

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	8	12	16	18	20
Actual	7	12	12	12	n/a
Difference from Projected	-1	0	-4	-6	n/a
Degrees (Fiscal Year)					
Projected	0	4	5	7	8
Actual	0	6	5	n/a	n/a
Difference from Projected	0	2	0	n/a	n/a

The expected lag between first term enrollment and degree completion is two years. Degree completion in this degree program exceeded projections in its first year. This program represents a revision of a previously existing MA in the former School of Journalism. CMCI has increased its graduate enrollment overall, but this growth has been at the doctoral level rather than the master's level. CMCI is distributing its resources to reflect this difference from expectations.

Media Production, BA

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	50	100	150	200	250
Actual	27	70	94	128	n/a
Difference from Projected	-23	-30	-56	-72	n/a
Degrees (Fiscal Year)					
Projected	0	0	10	20	30
Actual	0	2	12	n/a	n/a
Difference from Projected	0	2	2	n/a	n/a

The expected lag between first term enrollment and degree completion is four years for this degree program. In 2017-18, the campus awarded degrees in this program for the initial cohort that enrolled in 2015-16. CMCI has increased its enrollment overall, but student choices of undergraduate majors have been different than projected. Media Production started smaller than expected but has seen growth of 160%, 34%, and 36% year over year (as opposed to projected 100%, 50%, and 33%). Seen in terms of percentage growth from Year 1 enrollment, the increased enrollments in this major are satisfactory.

Interdisciplinary Documentary Media Practices, MFA

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	5	9	12	15	15
Actual	5	7	4	1	n/a
Difference from Projected	0	-2	-8	-14	n/a
Degrees (Fiscal Year)					
Projected	0	0	3	4	4
Actual	0	0	3	n/a	n/a
Difference from Projected	0	0	0	n/a	n/a

The expected lag between first term enrollment and degree completion is two years. New enrollments were put on hold for 2017-2018 and 2018-2019 because the department, which is brand new and had few faculty, needed to direct its instructional resources toward its growing undergraduate enrollments. New faculty hiring will allow the restart of MFA admissions.

Strategic Communication, BS

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	250	275	300	325	350
Actual	186	521	885	1057	n/a
Difference from Projected	-64	246	585	732	n/a
Degrees (Fiscal Year)					
Projected	0	0	50	55	60
Actual	0	22	222	n/a	n/a
Difference from Projected	0	22	172	n/a	n/a

The expected lag between first term enrollment and degree completion is four years for this degree program. In 2017-18, the campus awarded degrees in this program for the initial cohort that enrolled in 2015-16. CMCI has increased its enrollment overall, but student choices of undergraduate majors have been different than projected. Of the majors that were part of the former School of Journalism, Strategic Communication has grown massively, but others have grown more modestly or have stayed about the same. CMCI is distributing its resources to reflect differences from expectations.

Media Research and Practice, PhD

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	20	24	26	30	32
Actual	9	18	19	29	n/a
Difference from Projected	-11	-6	-7	-1	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	5	5
Actual	0	0	0	n/a	n/a
Difference from Projected	0	0	0	n/a	n/a

The expected lag between first term enrollment and degree completion is four years. The campus does not expect to award a degree in this program for the initial cohort that enrolled in 2015-16 until 2018-19.

Intermedia Art, Writing and Performance, PhD

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	5	10	12	12	12
Actual	5	6	9	8	n/a
Difference from Projected	0	-4	-3	-4	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	1	2
Actual	0	0	1	n/a	n/a
Difference from Projected	0	0	1	n/a	n/a

The expected lag between first term enrollment and degree completion is four years. The campus does not expect to award a degree in this program for the initial cohort that enrolled in 2015-16 until 2018-19. Graduate admissions are gauged to match financial support that can be offered in the form of TA-ships, which have been more limited than expected. Costs for this interdisciplinary program are very low since instruction is offered almost exclusively by faculty rostered in other colleges.

Strategic Communication Design, MA

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall Census)					
Projected	0	5	10	10	15
Actual	14	19	11	n/a	n/a
Difference from Projected	14	14	1	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	2	5	5
Actual	14	0	n/a	n/a	n/a
Difference from Projected	14	0	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is two years. The campus does not expect to award a degree in this program for the initial cohort that enrolled in 2016-17 until 2018-19.

Information Science, BS

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	90	180	270	360	360
Actual	2	14	29	41	n/a
Difference from Projected	-88	-166	-241	-319	n/a
Degrees (Fiscal Year)					
Projected	0	0	18	36	54
Actual	0	0	1	n/a	n/a
Difference from Projected	0	0	-17	n/a	n/a

CMCI and the campus are closely monitoring this program. This undergraduate major is moving slowly toward projections because students have chosen the BA in Computer Science, which launched just prior to the BS in Information Science and has massive enrollments. Starting in fall 2019, students who were not admitted to the College of Engineering and Applied Science will not be assigned to the College of Arts and Sciences but rather will begin in the Program for Exploratory Studies. More directed advising for PES students will encourage these students who are interested in data and information science to consider Information Science rather than the BA in Computer Science.

Information Science, PhD

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall Census)					
Projected	3	8	13	18	23
Actual	5	9	16	n/a	n/a
Difference from Projected	2	1	3	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	1	2
Actual	0	0	n/a	n/a	n/a
Difference from Projected	0	0	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is four years. The campus does not expect to award a degree in this program until 2018-19 at the earliest.

Emergent Technologies and Media Art Practices, PhD

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (Fall Census)					
Projected	5	9	12	15	15
Actual	3	8	n/a	n/a	n/a
Difference from Projected	-2	-1	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	1	2
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is four years.

Data are not yet available for the following programs, either due to a planned delayed start or an incomplete admission cycle:

- Information Science, MS (approved September 2014)
- Computational Linguistics, MS (approved April 2016)
- Applied Computer Science, BS (approved June 2017)
- Arts of the Americas, PhD (approved June 2017)
- Journalism Entrepreneurship, MA (approved November 2017)
- Statistics and Data Science, BA (approved June 2017)
- Interdisciplinary Studies, BA (approved June 2018)

University of Colorado Colorado Springs

Inclusive Early Childhood Education, BI

CU Board of Regents Approved: July 2013

	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Enrollment (Fall End-of-Term)					
Projected	20	41	63	88	103
Actual	38	59	73	77	73
Difference from Projected	18	18	10	-11	-30
Degrees (Fiscal Year)					
Projected	0	0	0	13	16
Actual	1	2	7	13	n/a
Difference from Projected	1	2	7	0	n/a

The BI in Inclusive Early Childhood Education had higher actual than projected enrollment for the first three years of the program, and degrees conferred have met or exceeded projections each year to date. The program has not met enrollment projections in years 4 and 5 by a small, but growing margin. The lock-step requirements of the core courses in the BI program has made 2-year/4-year transfer much more complicated for students interested in early childhood education. The BI was the only undergraduate degree option in the College of Education until 2016 when we added a BA degree. Some students have selected the more traditional BA degree rather than the BI degree, and this has impacted enrollment in the BI. It is important to note that the enrollment and degrees conferred in the BA have far exceeded projections. The Department of Labor projects that careers in early childhood education will grow 10 percent nationally from 2016 through 2026, and most state certification boards will require a minimum of a bachelor's degree to work within a public-school system. To address this need, the College of Education is committed to collaborating with district and community partners in Colorado Springs and southern Colorado, the community college system, and the UCCS campus at large to develop and articulate more streamlined options to address the growing need and interest in early childhood education. A new assistant dean has been added to the College of Education's leadership team and is working to develop a comprehensive recruitment and retention plan that includes more intentional rural outreach, stronger messaging around specifics of the BI core course requirements, and deeper more intentional opportunities to connect with faculty and peers in the BI Program.

Accounting, MS

CU Board of Regents Approved: April 2015

	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
Enrollment (Fall End-of-Term)					
Projected	32	34	37	39	41
Actual	7	18	20	21	n/a
Difference from Projected	-25	-16	-17	-18	n/a
Degrees (Fiscal Year)					
Projected	n/a	n/a	n/a	n/a	n/a
Actual	0	7	8	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

The M.S in Accounting (MSA) is important for our CPA bound accounting students for licensure purposes and is important to our professional CPA community. In addition, it remains the only AACSB accredited MSA program south of Denver. The additional cost of offering the MSA is minimal since most of the coursework overlaps with the accounting emphasis in the MBA degree. The MSA only requires offering two additional required courses per year. In addition, since implementation of the MSA we have added one upper division accounting elective (ACCT 6200 Internal Auditing) taught by an adjunct at a low cost offered during the summer to give accounting graduate students (MBA and MSA) greater flexibility in scheduling. (The enrollments in this additional class have been robust with both MBA and MSA students taking the class.) Although the number of students enrolling in the MSA has been lower than anticipated, the total number of accounting graduate students has increased from an average of 35 prior to Year 1 of the MSA to 49 to 50 in Year 4.

Regarding the lower than anticipated enrollments in the MSA, when we began the program the plan was to implement an aggressive marketing program aimed at South Colorado community colleges and other South Colorado universities without an MSA program. That marketing program never materialized for a number of reasons. We attract students internally from our undergraduate population and attract an occasional outside student that learns of our MSA program. With a consistent, well-planned marketing program we should see an increase both in our undergraduate and graduate enrollments in accounting.

Engineering Education, BS

CU Board of Regents Approved: April 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall End-of-Term)					
Projected	7	12	18	23	31
Actual	2	10	9	10	n/a
Difference from Projected	-5	-2	-9	-13	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	5	10
Actual	0	0	2	n/a	n/a
Difference from Projected	0	0	2	n/a	n/a

The Bachelor of Science in Engineering Education degree continues to lag behind expected enrollment growth, although it continues to be strongly supported by one of the beneficiaries of the new degree, school districts. The belief is that the issue with the lagging enrollments is predominantly in the marketing of the program. Initially, because of the degree name, there was a common misconception that this degree was, as many other universities have, a general engineering degree, or a placeholder until a specific engineering degree program is chosen. As the Engineering Education degree is, in fact, not an engineering degree at all, but rather a degree intended to produce middle and high school teachers of math and science with the engineering background facilitating project-based learning as well as providing a glimpse into application of the mathematical and science concepts to motivate a deeper understanding of the material (answering the question "why would I need to know this?"), better coordination with the College of Education has been initiated. The Dean of the College of Education, Dr. Valerie Conley, has expressed her belief that the BSEEd is an important cog in the critical development of more STEM teachers at the K12 level, and is assisting in getting the word out to districts around the state. With this closer partnering with the College of Education, we believe strongly that the program will show signs of significant growth in the near future.

Athletic Training, MS

CU Board of Regents Approved: September 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall End-of-Term)					
Projected	12	24	36	48	60
Actual	0	0	3	n/a	n/a
Difference from Projected	-12	-24	-33	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	12
Actual	0	0	n/a	n/a	n/a
Difference from Projected	0	0	n/a	n/a	n/a

The original enrollment projections counted undergraduate continuing students who would enter the MSAT in the second semester of their 3rd year. These students are coded as AT Prep in our system. While intending to continue through the M.S. degree, they are not counted currently as graduate students even though they were included in the degree projections. In Year 1, there were 19 of these students, 23 in Year 2 and 27 in Year 3. With these numbers included, the projections are much closer to that actuals.

We anticipate a significant increase in enrollments once the program achieves full accreditation. Being in the accreditation process, but not yet accredited, has had a more significant impact on enrollment than expected, but is consistent with other programs in the initial accreditation stage across the country. The self-study for accreditation is due Fall 2019 and the accreditation site visit will occur Spring 2020. We anticipate the final accreditation announcement Summer 2020.

The concurrent degree funnel has been good for the past two years and is beginning to translate into increased numbers of concurrent degree seeking students making it through the MSAT application process. We are also planning additional recruitment strategies beyond mailers, emails, and online information sessions, such as junior/community college visits, and contact with 4-year institutions in the region with exercise science programs.

Exercise Science, BS

CU Board of Regents Approved: September 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall End-of-Term)					
Projected	36	94	161	238	286
Actual	108	168	241	n/a	n/a
Difference from Projected	72	74	80	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	26
Actual	8	31	n/a	n/a	n/a
Difference from Projected	8	31	n/a	n/a	n/a

Inclusive Elementary Education, BA

CU Board of Regents Approved: September 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)
Enrollment (Fall End-of-Term)					
Projected	7	40	70	98	124
Actual	121	208	260	n/a	n/a
Difference from Projected	114	168	190	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	5	20
Actual	0	30	n/a	n/a	n/a
Difference from Projected	0	30	n/a	n/a	n/a

Data Analytics and Systems Engineering, BS/BI

CU Board of Regents Approved: February 2017

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2017-18)	(2018-19)	(2019-20)	(2020-21)	(2021-22)
Enrollment (Fall End-of-Term)					
Projected	12	24	32	35	39
Actual	6	27	n/a	n/a	n/a
Difference from Projected	-6	3	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	8	17
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

Data are not yet available for the following programs:

- Human Services, BA (approved February 2019)
- Social Work, BSW (approved April 2019)
- Social Work, MSW (approved April 2019)

University of Colorado Denver

School Psychology, PsyD

CU Board of Regents Approved: December 2013

	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Enrollment (Fall Census)					
Projected	22	44	51	56	56
Actual	28	45	50	62	65
Difference from Projected	6	1	-1	6	9
Degrees (Fiscal Year)					
Projected	0	6	8	13	13
Actual	0	7	5	13	n/a
Difference from Projected	0	1	-3	0	n/a

Taxation, MS

CU Board of Regents Approved: April 2014

	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Enrollment (Fall Census)					
Projected	12	22	29	31	31
Actual	3	17	20	25	22
Difference from Projected	-9	-5	-9	-6	-9
Degrees (Fiscal Year)					
Projected	4	12	16	18	18
Actual	2	2	12	3	n/a
Difference from Projected	-2	-10	-4	-15	n/a

Applied Geography and Geo-Spatial Science, MA

CU Board of Regents Approved: April 2014

	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Enrollment (Fall Census)					
Projected	0	10	24	32	38
Actual	0	13	18	18	24
Difference from Projected	0	3	-6	-14	-14
Degrees (Fiscal Year)					
Projected	0	0	10	12	18
Actual	0	0	2	11	n/a
Difference from Projected	0	0	-8	-1	n/a

In response to the lower applications and cohorts in 2016 and 2017, the program made several adjustments that increased the visibility of the program to prospective students and boosted interest and enrollment. The most productive of these approaches has been to ensure that 15 credits from the certificate in GISci Certificate (which has over 60 students in both grad and undergrad certificates) count towards the MA. Our efforts have paid off. The 2018-19 cohort reflects these strategies. The new enrollments in Fall 2018 (17 students) was the largest entry class for the program to date. Awareness of the program has grown throughout the city and region. If this enrollment trend continues the program should achieve its projected enrollment and degree targets in the near future. The next step that the faculty will undertake is to consider how to interface with the undergraduate student body as a recruitment tool.

The number of degrees awarded is lower than projected because many of the students are employed full- or part-time while in the program, and thus take up to 3 years to complete their degree. This is a slower pace than full time students. However, many of the students have gained placement in paid internship programs (e.g. at USGS and NPS) while in the program, so this is viewed as a net positive for their professional development. In sum, assuming the 2019-20 enrollments match the 2018-19 numbers the program will be much closer to hitting its targets moving forward.

Public Service, BA

CU Board of Regents Approved: November 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	0	42	84	119	153
Actual	0	10	39	58	n/a
Difference from Projected	0	-32	-45	-61	n/a
Degrees (Fiscal Year)					
Projected	0	0	12	14	33
Actual	0	0	2	n/a	n/a
Difference from Projected	0	0	-10	n/a	n/a

The School of Public Affairs' BA in Public Service (BA PS) program was launched in 2016, and is off to a good start, and growing well. While it is somewhat behind the enrollment projections included in the original proposal, the program believes that at full implementation it will reach its enrollment goals. Currently the program is lagging two years behind its projected enrollment growth. More specifically, as of Spring 2019, the BA PS program now has 73 majors, very close to the original fall 2017 projection, of 84. In addition to majors, the program is also generating a lot of student credit hours, (projected to be greater than 500 in Spring 2019) through enrollment of students who are not undertaking the BA PS as a major but are either taking a minor in PS or just taking BAPS elective courses.

In retrospect, the enrollment estimates included in the initial proposal for the program were probably overly optimistic. More specifically, in its first year the program got off to a late start due in part to an unexpected delay in hiring a recruiter for the program. This delay led to a less than 50% attainment of the projected 42 students in the first year that the program enrolled students. In addition to the late start, the marketing of this fully online program required some atypical approaches compared to those used by the School and University for the more usual on-campus undergraduate degree programs. The program has recently embarked on a number of recruitment and marketing efforts that it believes will boost enrollment.

Because the enrollment growth was not as rapid as initially projected, the program did not require, and did not request, the additional funds for fall 2018 that were included in the original budget model. The budget growth from the BA PS program will now be captured by CU Denver's "new budget model," where student credit hour (SCH) growth leads to more funding.

Data are not yet available for the following programs:

- Computer Science (approved April 2019)

University of Colorado Anschutz Medical Campus

Biomedical Science & Biotechnology, MS

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	10	24	31	35	38
Actual	12	30	36	26	n/a
Difference from Projected	2	6	5	-9	n/a
Degrees (Fiscal Year)					
Projected	0	9	14	15	18
Actual	0	11	17	n/a	n/a
Difference from Projected	0	2	3	n/a	n/a

Palliative Care, MS

CU Board of Regents Approved: September 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2015-16)	(2016-17)	(2017-18)	(2018-19)	(2019-20)
Enrollment (Fall Census)					
Projected	0	18	36	43	50
Actual	0	16	25	25	n/a
Difference from Projected	0	-2	-11	-18	n/a
Degrees (Fiscal Year)					
Projected	0	0	12	16	18
Actual	0	0	0	n/a	n/a
Difference from Projected	0	0	-12	n/a	n/a

Health Economics, MS/PhD

CU Board of Regents Approved: November 2017

	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment (Fall Census)					
Projected	7	18	23	27	31
Actual	4	n/a	n/a	n/a	n/a
Difference from Projected	-3	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	6	6	9
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

Fall 2018 enrollment is in the PhD program. There no enrollment in the MS program yet.

Data are not yet available for the following programs:

- Pharmaceutical Sciences, MS (approved November 2018)
- Clinical Pharmacy, MS (approved February 2019)