



MEMORANDUM

TO: Board of Regents

FROM: Michael Lightner, Vice President of Academic Affairs
Maureen Durkin, Director of Academic Program and Policy Analysis

DATE: May 20, 2022

ISSUE: New Degree Program Progress

Brief: This New Degree Program report provides projected and actual enrollment and degree counts for degree programs implemented in the previous five years. This 2022 report is inclusive of new degree data since 2015 due to a reporting pause in 2020 and 2021 because of the COVID-19 pandemic. Degree 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 that institutions submitted in their original degree proposals, however, the 2008 revisions to Title 23 formally eliminated that responsibility. In Fall 2009, the Chancellors and Provosts met with the President and system staff to discuss academic issues, including those related to new degree proposals. It was agreed that campuses would provide reports 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.
- The timeframe of this report includes the major impacts from the pandemic. A total of 61 programs are included. Of the 61 programs 52%, or 32, are on-track or essentially on-track. The campuses have provided comments and explanations for lower performance that range from stopping program admission, modifications of curricula, re-deploying resources, to expanded and refocused marketing. These comments show that the campuses take program performance seriously.

University of Colorado Anschutz Medical Campus

Biomedical Science & Biotechnology, MS

CU Board of Regents Approved: September 2014

	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
Enrollment (Fall Census)					
Projected	10	24	31	35	38
Actual	12	30	36	26	29
Difference from Projected	2	6	5	-9	-9
Degrees (Fiscal Year)					
Projected	0	9	14	15	18
Actual	0	11	17	16	11
Difference from Projected	0	2	3	1	-7

Palliative Care, MS

CU Board of Regents Approved: September 2015

	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
Enrollment (Fall Census)					
Projected	0	18	36	43	50
Actual	0	16	25	25	17
Difference from Projected	0	-2	-11	-18	-33
Degrees (Fiscal Year)					
Projected	0	0	12	16	18
Actual	0	0	0	12	4
Difference from Projected	0	0	-12	-4	-14

In the initial year of implementation, actual enrollment in the Palliative Care program was very near the projected number; however, enrollment lagged projections in the subsequent years. We have been developing relationships with the CU Anschutz College of Nursing and School of Social Work at MSU Denver to integrate the Palliative Care Certificate into the Nurse Practitioner Programs and Master of Social Work training.

Physician Certification was also a concern. With the Accreditation Council for Graduate Medical Education, we have developed the first non-residential Hospice and Palliative Medicine Fellowship Program. This demonstration project adds a clinical experience through the Community Hospice Palliative Medicine Certificate that when added to the MS in Palliative Care, allows physicians to become board certified in Hospice and Palliative Medicine. We currently have 10 Fellows with plans to expand to 24 total. Enrollment has since rebounded with 35 students enrolled in Fall 2021 and 28 students enrolled in Fall 2022.

Although enrollment has not yet reached the levels projected, we have a goal to have 50 students for the Fall 2022 start. We already have admitted 12 students and have many applications in process. In response to the COVID-19 Pandemic, we have developed effective marketing using Facebook and social media. We have also moved the intensives to online and changed the communications training so that we can grow the program effectively.

Pharmaceutical Sciences, MS

CU Board of Regents Approved: November 2018

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Enrollment (Fall Census)					
Projected	6	11	12	15	19
Actual	4	13	30	n/a	n/a
Difference from Projected	-2	2	18	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	5	6	8
Actual	n/a	1	n/a	n/a	n/a
Difference from Projected	n/a	-4	n/a	n/a	n/a

Clinical Pharmacy, MS

CU Board of Regents Approved: February 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment (Fall Census)					
Projected	7	15	24	29	33
Actual	1	6	6	n/a	n/a
Difference from Projected	-6	-9	-18	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	5	7	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

We believe in the quality of the MS Clinical Pharmacy program and the value it brings to our current students; however, our review of enrollment, financial analyses (including workload considerations) and perceived changes in pharmacy post-graduate educational needs has led to a decision to halt enrollment of new students. While we made significant efforts to increase enrollment [improved digital marketing, partnership with ODE marketing/recruiting, live/remote open house sessions, live professional recruitment events (pre-COVID)], and to provide more program options (internship/paper option in place of thesis and exploration of partnership with MS Pharmaceutical Sciences courses), it did not produce our enrollment expectations. We believe lower than expected enrollment may be related to changing professional educational needs evolving from the COVID pandemic, and our program not being as competitive in international markets as we had hoped, due to not having international/local accreditation.

The MS Clinical Pharmacy degree will remain as an option for students in the Doctor of Pharmacy program who complete requirements of the master's degree program but are unable to complete the clinical hours required for the doctorate. This is a rare occurrence but will allow these students to earn a degree for the substantial work they've completed.

University of Colorado Boulder

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	15
Difference from Projected	-8	-16	-24	-22	-15
Degrees (Fiscal Year)					
Projected	9	18	27	27	27
Actual	2	4	6	8	13
Difference from Projected	-7	-14	-21	-19	-14

The Leeds School of Business has been aware of lags in expected enrollment in the Real Estate professional master's programs given market expectations and predicted demand and has created the position of Associate Dean for Graduate Programs with responsibilities that include student recruitment for specialized MS degree programs (e.g., Real Estate). Since the 2019-20 cycle, the Real Estate program has seen gains in enrollment (38 students enrolled in Year 6, 2020-21, and 19 students enrolled in Year 7, Fall 2021). Degrees awarded have also increased. In 2020-21 the 34 degrees were awarded for Real Estate. Leeds is aware of the need to monitor for continued robust enrollments and degree completion.

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	245
Difference from Projected	-45	-30	4	21	46
Degrees (Fiscal Year)					
Projected	0	0	20	51	50
Actual	0	2	25	64	84
Difference from Projected	0	2	5	13	34

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	27	44
Difference from Projected	2	6	20	15	29
Degrees (Fiscal Year)					
Projected	6	8	10	12	15
Actual	4	7	10	12	17
Difference from Projected	-2	-1	0	0	2

Masters of the Environment, MENV

CU Board of Regents Approved: February 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	20	45	55	65	75
Actual	34	87	125	148	149
Difference from Projected	14	42	70	83	74
Degrees (Fiscal Year)					
Projected	0	20	25	30	35
Actual	0	32	48	68	71
Difference from Projected	0	12	23	38	36

Environmental Engineering, MS

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	10	22	26	30	34
Actual	13	27	39	32	33
Difference from Projected	3	5	13	2	-1
Degrees (Fiscal Year)					
Projected	0	10	12	14	16
Actual	7	11	16	16	16
Difference from Projected	7	1	4	2	0

Environmental Engineering, PhD

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	8	18	30	34	36
Actual	10	21	18	24	28
Difference from Projected	2	3	-12	-10	-8
Degrees (Fiscal Year)					
Projected	0	0	0	0	8
Actual	5	5	4	4	2
Difference from Projected	5	5	4	4	-6

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 well above expectations for Year 1 and met expectations for Year 2, but due to a recruitment shortfall, failed to grow as much as projected in Years 3, 4, and 5. However, enrollments did grow 55% from Year 3 to Year 5 and have continued to grow, with 31 students enrolled in Year 6 (Fall 2021). Cost overruns are not a concern as the program was started on the basis of existing faculty and new investments have consisted of minimal expenses for program administration and TA salaries

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	6	7
Difference from Projected	8	3	-3	-4	-3
Degrees (Fiscal Year)					
Projected	0	2	7	6	8
Actual	2	4	4	3	3
Difference from Projected	2	2	-3	-3	-5

Enrollments and degrees awarded in this degree program exceeded projections in Year 1 and Year 2, but lagged projections in Years 3, 4, and 5. However, enrollment is holding steady despite an overall drop in language study both at CU Boulder and nationwide.

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	62	66	106
Difference from Projected	7	-1	-23	-29	6
Degrees (Fiscal Year)					
Projected	0	5	15	20	25
Actual	1	5	15	9	n/a
Difference from Projected	1	0	0	-11	n/a

The expected lag between first term enrollment and degree completion is four years. Enrollments in this degree program lagged projections in Years 2 through 4 of the program but are exceeding projections as of Year 5.

Computational Linguistics, MS

CU Board of Regents Approved: April 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	6	16	26	32	34
Actual	5	8	11	10	16
Difference from Projected	-1	-8	-15	-22	-18
Degrees (Fiscal Year)					
Projected	0	4	10	14	16
Actual	1	3	5	2	n/a
Difference from Projected	1	-1	-5	-12	n/a

The expected lag between first term enrollment and degree completion is two years. Enrollments have lagged projections for Years 1 through 5 of this degree program. However, program costs are very low because almost all the program's courses are already being offered by the two main programs offering this interdisciplinary degree: Computer Science and Linguistics. At current enrollment levels, revenue exceeds costs for this program.

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	120
Actual	28	70	167	223	256
Difference from Projected	-2	40	77	103	136
Degrees (Fiscal Year)					
Projected	0	0	0	26	26
Actual	0	0	0	17	n/a
Difference from Projected	0	0	0	-9	n/a

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	7	0	0	n/a
Difference from Projected	-2	-2	-10	-10	n/a
Degrees (Fiscal Year)					
Projected	0	9	0	10	0
Actual	0	7	0	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. This a cohort-based program. One new cohort is expected to be admitted every other year. Due to the pandemic, admissions were paused for the 2020-21 cohort because this program cannot be taught remotely. Admissions will resume for the 2022-23 cohort.

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	27	44	52
Difference from Projected	-24	-44	-63	-76	-68
Degrees (Fiscal Year)					
Projected	0	0	0	26	26
Actual	0	0	1	5	n/a
Difference from Projected	0	0	1	-21	n/a

The expected lag between first term enrollment and degree completion is four years. Enrollment projections for this degree were over-optimistic; however, the program is growing steadily, due to the School of Education's implementing increased recruiting efforts for this major, including implementing a guaranteed admission agreement for Colorado residents from certain pathways programs. Moreover, this is a low-cost program that has required little additional faculty hiring. 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
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment (Fall Census)					
Projected	40	120	120	120	120
Actual	42	146	171	215	227
Difference from Projected	2	26	51	95	107
Degrees (Fiscal Year)					
Projected	0	40	80	80	80
Actual	0	35	82	91	n/a
Difference from Projected	0	-5	2	11	n/a

Applied Computer Science, BS (Post-Baccalaureate)

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	150	300	300	300	600
Actual	98	122	139	168	n/a
Difference from Projected	-52	-178	-161	-132	n/a
Degrees (Fiscal Year)					
Projected	100	250	350	350	600
Actual	6	17	30	n/a	n/a
Difference from Projected	-94	-233	-320	n/a	n/a

The expected lag between first term enrollment and degree completion is two years. Enrollments have lagged projections but have increased more than 70% from Year 1 to Year 4 of the program. Enrollments have benefited from the program's participation in the CU System ODE marketing and support. The campus is examining alternative marketing and support structures given the expected changes to ODE.

Arts of the Americas, PhD

CU Board of Regents Approved: June 2017

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment (Fall Census)					
Projected	2	4	6	8	8
Actual	1	2	2	n/a	n/a
Difference from Projected	-1	-2	-4	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	2	2
Actual	0	0	0	n/a	n/a
Difference from Projected	0	0	n/a	n/a	n/a

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	27	31	32
Difference from Projected	-4	-15	-13	-14	0
Degrees (Fiscal Year)					
Projected	n/a	n/a	n/a	n/a	n/a
Actual	n/a	4	3	14	n/a
Difference from Projected	n/a	0	0	0	n/a

The expected lag between first term enrollment and degree completion is two years. Because this program admits new cohorts of students in both the fall and spring semesters, fall semester census data alone does not give an accurate picture of enrollments, especially for the first several years of the program's existence. Instead, spring census data is more reflective of total enrollments. Spring census data showed 21 enrolled in 2017-18 (vs. 11 projected in 2017-18); 28 in 2018-19 (vs. 35 projected); 29 in 2019-20 (vs. 40 projected); 33 in 2020-21 (vs. 45 projected); and 33 in 2021-22 (vs. 50 projected). Thus, enrollments were close to projection in Years 1 and 2 but have not increased as much as expected for Years 3, 4, and 5. This lag corresponds with the pandemic and is understandable given that this degree is marketed to currently employed student affairs professionals, whose duties during the pandemic were overwhelming. The campus and the School of Education are watching closely to see if the rise in enrollments resumes post-pandemic.

Journalism Entrepreneurship, MA

CU Board of Regents Approved: November 2017

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment (Fall Census)					
Projected	10	25	43	53	58
Actual	10	1	n/a	n/a	n/a
Difference from Projected	0	-24	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	10	15	18
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. The program met projected enrollments in Year 1 but did not recruit new students for Year 2. Marketing and administration of this program has been transferred to the Division of Continuing Education, which is expected to boost enrollments for Year 3 and beyond.

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	66	100	126	n/a
Difference from Projected	-1	11	20	36	n/a
Degrees (Fiscal Year)					
Projected	0	5	10	20	25
Actual	0	1	5	n/a	n/a
Difference from Projected	0	-4	-5	n/a	n/a

Interdisciplinary Studies, BA

CU Board of Regents Approved: June 2018

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment (Fall Census)					
Projected	25	48	66	79	85
Actual	3	1	2	n/a	n/a
Difference from Projected	-22	-47	-64	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	2	5	11	18
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 program was designed to give students who had completed most of their undergraduate degree requirements a chance to complete their degrees. Enrollment was halted in February 2021. The Division of Continuing Education is working with departments on "Last Mile" courses for students to complete their undergraduate degrees.

Biomedical Engineering, BS

CU Board of Regents Approved: June 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment (Fall Census)					
Projected	90	170	240	305	305
Actual	112	157	n/a	n/a	n/a
Difference from Projected	22	-13	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	10	15	80	80
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

This program exceeded enrollment projections for Year 1 but lagged enrollment projections slightly for Year 2. Year 1 and 2 enrollments represented students who were already enrolled in adjacent majors (e.g., Biochemical Engineering) and who had enrolled in Biomedical Engineering electives before the new major was instituted. Enrollments should increase for Year 3 and beyond, as students will be able to plan entry into the new major during or soon after their first year at CU Boulder and will be able to slot the needed courses into their degree plans.

Biomedical Engineering, MS

CU Board of Regents Approved: June 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment (Fall Census)					
Projected	10	22	26	30	34
Actual	7	10	n/a	n/a	n/a
Difference from Projected	-3	-12	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	10	12	14	16
Actual	1	n/a	n/a	n/a	n/a
Difference from Projected	1	n/a	n/a	n/a	n/a

This program has lagged enrollment projections for Years 1 and 2. The College of Engineering and Applied Science is considering not recruiting into this degree separately, but rather using it only as a completion degree for PhD students who leave the program having completed only the requirements for the MS degree.

Biomedical Engineering, PhD

CU Board of Regents Approved: June 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment (Fall Census)					
Projected	8	16	24	32	40
Actual	3	16	n/a	n/a	n/a
Difference from Projected	-5	0	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	8
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

Outdoor Recreation Economy, MS

CU Board of Regents Approved: June 2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2021-22)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Enrollment (Fall Census)					
Projected	50	110	179	220	225
Actual	10	n/a	n/a	n/a	n/a
Difference from Projected	-40	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	40	52	65
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

Students may enroll in certificates before enrolling in the degree program; there is an expected lag in degree program enrollment.

Data Science, MSDS - Coursera delivery

CU Board of Regents Approved: June 2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2021-22)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Enrollment (Fall Census)					
Projected	249	574	965	1366	1554
Actual	85	n/a	n/a	n/a	n/a
Difference from Projected	-164	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	7	75	112	120
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 an asynchronous online program offered through the Coursera platform. Students enroll in the program after successfully completing courses. Program enrollments thus lag course enrollments.

Data Science, MS - Residential

CU Board of Regents Approved: June 2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2021-22)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Enrollment (Fall Census)					
Projected	37	76	98	117	141
Actual	55	n/a	n/a	n/a	n/a
Difference from Projected	18	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	27	38	47	55
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

Teacher Leadership, MA

CU Board of Regents Approved: June 2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2021-22)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Enrollment (Fall Census)					
Projected	0	22	58	108	135
Actual	1	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	0	0	13	23
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

College of Media, Communication, and Information Degrees (the following 11 programs all approved in September 2014)

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	96
Difference from Projected	3	-32	-74	-116	-144
Degrees (Fiscal Year)					
Projected	12	18	24	36	48
Actual	2	4	6	7	21
Difference from Projected	-10	-14	-18	-29	-27

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	12
Difference from Projected	-1	0	-4	-6	-8
Degrees (Fiscal Year)					
Projected	0	4	5	7	8
Actual	0	6	5	5	4
Difference from Projected	0	2	0	-2	-4

The expected lag between first term enrollment and degree completion is two years. 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	181
Difference from Projected	-23	-30	-56	-72	-69
Degrees (Fiscal Year)					
Projected	0	0	10	20	30
Actual	0	2	12	32	48
Difference from Projected	0	2	2	12	18

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%, 36%, and 41% year over year (as opposed to projected 100%, 50%, 33%, and 25%). 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	0
Difference from Projected	0	-2	-8	-14	-15
Degrees (Fiscal Year)					
Projected	0	0	3	4	4
Actual	0	0	3	1	0
Difference from Projected	0	0	0	-3	-4

The expected lag between first term enrollment and degree completion is two years. New enrollments were put on hold for 2017-2018 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 has allowed the restart of MFA admissions; applications are being accepted for fall 2022.

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	1145
Difference from Projected	-64	246	585	732	795
Degrees (Fiscal Year)					
Projected	0	0	50	55	60
Actual	0	22	222	389	368
Difference from Projected	0	22	172	334	308

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 differences from expectations.

Media Research and Practice, PhD

CU Board of Regents Approved: September 2014

	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
Enrollment (Fall Census)					
Projected	20	24	26	30	32
Actual	9	18	19	29	37
Difference from Projected	-11	-6	-7	-1	5
Degrees (Fiscal Year)					
Projected	0	0	0	5	5
Actual	0	0	0	1	3
Difference from Projected	0	0	0	-4	-2

The expected lag between first term enrollment and degree completion is four years. The program enrollment lagged behind projections for Years 1 through 4 of the programs but exceeded projections as of Year 5. Degree conferrals are expected to increase as later cohorts complete the program.

Intermedia Art, Writing and Performance, PhD

CU Board of Regents Approved: September 2014

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

The expected lag between first term enrollment and degree completion is four years. 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 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall Census)					
Projected	0	5	10	10	15
Actual	14	19	11	19	19
Difference from Projected	14	14	1	9	4
Degrees (Fiscal Year)					
Projected	0	0	2	5	5
Actual	14	0	17	9	19
Difference from Projected	14	0	15	4	14

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	82
Difference from Projected	-88	-166	-241	-319	-278
Degrees (Fiscal Year)					
Projected	0	0	18	36	54
Actual	0	0	1	12	21
Difference from Projected	0	0	-17	-24	-33

CMCI and the campus are closely monitoring this program. This undergraduate major has moved slowly toward projections because students chose the BA in Computer Science, which launched just prior to the BS in Information Science and had massive enrollments. Two developments took place that will affect the redistribution of these degrees. First, starting in fall 2019, students who were not admitted to the College of Engineering and Applied Science were not assigned to the College of Arts and Sciences but rather began in the Program for Exploratory Studies. More directed advising for PES students has encourage these students who are interested in data and information science to consider Information Science rather than the BA in Computer Science. Second, starting in fall 2020, the BA in Computer Science moved to the College of Engineering and Applied Science, which has more stringent application requirements. As of Year 7 (fall 2021), the BS in Information Science has increased its enrollment 38% over Year 5.

Information Science, MS

CU Board of Regents Approved: September 2014

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment (Fall Census)					
Projected	0	0	50	100	200
Actual	1	1	4	n/a	n/a
Difference from Projected	1	1	-46	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	23	45
Actual	2	3	n/a	n/a	n/a
Difference from Projected	2	3	n/a	n/a	n/a

The expected lag between first term enrollment and degree completion is two years. After the degree launch, the department chose not to admit directly into the MS but rather to use the MS as a degree along the way to a PhD. Degrees are higher than enrollment as a result.

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	13	17	17
Difference from Projected	-2	-1	1	2	2
Degrees (Fiscal Year)					
Projected	0	0	0	1	2
Actual	0	0	0	0	n/a
Difference from Projected	0	0	0	-1	n/a

The expected lag between first term enrollment and degree completion is four years. Enrollment has met or exceeded projections for Years 2 through 5 for this program.

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

- Corporate Communications, MA – Approved June 2020
- Data Science, MS - Canvas-based delivery – Approved June 2020

University of Colorado Colorado Springs

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	19
Difference from Projected	-25	-16	-17	-18	-22
Degrees (Fiscal Year)					
Projected	32	34	37	39	41
Actual	2	8	10	8	11
Difference from Projected	-30	-26	-27	-31	-30

National trends in accounting degree programs show a decline in enrollments. The College of Business has focused on internal recruitment of students rather than an external marketing and recruitment campaign due to limited funds.

Engineering Education, BS

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	7	12	18	23	31
Actual	2	10	9	10	8
Difference from Projected	-5	-2	-9	-13	-23
Degrees (Fiscal Year)					
Projected	0	0	0	5	10
Actual	0	0	2	0	1
Difference from Projected	0	0	2	-5	-9

Enrollments remain low in the BS in Engineering Education. This degree utilizes existing coursework spread between multiple colleges and has not required additional faculty course sections, or resources for the program. In discussions with the College of Education we believe we could increase enrollment if a joint conferral from the College of Education and the College of Engineering were a possibility. We believe the degree could play an important role in facilitating teachers who can teach math, science, computer science, and engineering. This is especially important for rural school districts with a lower teacher count.

Athletic Training, MS

CU Board of Regents Approved: September 2015

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall End-of-Term)					
Projected	12	24	36	48	60
Actual	0	0	3	7	11
Difference from Projected	-12	-24	-33	-41	-49
Degrees (Fiscal Year)					
Projected	0	0	0	0	12
Actual	0	0	0	4	2
Difference from Projected	0	0	0	4	-10

Enrollments prior to full accreditation were lower than expected. Accreditation was obtained in 2020 and then the pandemic hit. Enrollments in AT programs across the nation have been lower in pandemic due to the instability in placements. The college has an action plan for recruitment. A restructuring of the health sciences programs is also hoped to increase continuation of students into master's program. The MSAT is a concurrent program with undergraduate and graduate degrees and any slow-down in undergraduate also impacts the master's numbers.

Exercise Science, BS

CU Board of Regents Approved: September 2015

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall End-of-Term)					
Projected	36	94	161	238	286
Actual	108	168	241	254	301
Difference from Projected	72	74	80	16	15
Degrees (Fiscal Year)					
Projected	0	0	0	0	26
Actual	8	32	41	51	65
Difference from Projected	8	32	41	51	39

Inclusive Elementary Education, BA

CU Board of Regents Approved: September 2015

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Enrollment (Fall End-of-Term)					
Projected	7	40	70	98	124
Actual	121	208	260	266	258
Difference from Projected	114	168	190	168	134
Degrees (Fiscal Year)					
Projected	0	0	0	5	20
Actual	0	30	46	62	83
Difference from Projected	0	30	46	57	63

Data Analytics and Systems Engineering, BS/BI

CU Board of Regents Approved: February 2017

	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)
Enrollment (Fall End-of-Term)					
Projected	12	24	32	35	39
Actual	6	27	21	20	25
Difference from Projected	-6	3	-11	-15	-14
Degrees (Fiscal Year)					
Projected	0	0	0	8	17
Actual	0	1	3	5	n/a
Difference from Projected	0	1	3	-3	n/a

Data Analytics and Systems Engineering is slowly becoming known in the College. After hiring two faculty for the program (these faculty teach more broadly than just the DASE curriculum), we reviewed the existing curriculum and found issues that needed to be resolved. The new curriculum creates two tracks: Data Analytics and Systems. In addition, the capstone project/course has been strengthened. We will seek ABET accreditation for the degree in the fall of 2023. With the revamped curriculum, a marketing initiative, and with future accreditation we believe the degree will be able to reach its enrollment goals.

Human Services, BA

CU Board of Regents Approved: February 2019

	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
Enrollment (Fall End-of-Term)					
Projected	26	69	132	189	247
Actual	28	70	100	n/a	n/a
Difference from Projected	2	1	-32	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	15	20	25
Actual	3	15	n/a	n/a	n/a
Difference from Projected	3	15	n/a	n/a	n/a

The BA in Human Services met the projected enrollment in Year 1 and Year 2 and did not meet projected enrollment in Year 3. Several factors may have led to the lower numbers in enrollment:

- 1). We have seen a decrease across our campus in enrollment with COVID-19.
- 2). The BA in Social Work was launched at the same time as the BA in Human Services and these degrees attract similar types of students; Social Work is better known in the community than Human Services.
- 3). There is a military emphasis area in the BA and often students from the AMT certificate program inquire about completing their BA in Human Services; however, they have shared the price of tuition is too high and they would have to spend out of pocket.
- 4). While we offer a range of classes online, there are several in-person only and this may present a barrier to some students.

The following strategies will be implemented to address these factors and other potential barriers to choosing the BA in Human Services:

- 1). Assistant Dean, Student Resource Office, and faculty will continue to develop a comprehensive recruitment and retention plan that includes more psychoeducation about the field of Human Services and the possible career paths that exist.
- 2). An online pathway is being developed for students who would like to complete the upper division courses for the BA in Human Services fully online.
- 3). More faculty are being hired to devote time, expertise, and support to students to the BA in Human Services, especially in the emphasis areas of addictions and military. These faculty will include a clinical instructor/field experience director, an instructor with experience in addictions counseling, and an instructor with military experience.

Social Work, BSW

CU Board of Regents Approved: April 2019

	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Enrollment (Fall End-of-Term)					
Projected	35	77	100	146	175
Actual	58	123	n/a	n/a	n/a
Difference from Projected	23	46	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	10	20	30
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

Social Work, MSW

CU Board of Regents Approved: April 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2020-21)	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Enrollment (Fall End-of-Term)					
Projected	30	68	85	98	108
Actual	30	71	n/a	n/a	n/a
Difference from Projected	0	3	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	24	32	36	47
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

Digital Media, BI

CU Board of Regents Approved: September 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2019-20)	(2020-21)	(2021-22)	(2022-23)	(2023-24)
Enrollment (Fall End-of-Term)					
Projected	5	9	14	17	20
Actual	3	20	36	n/a	n/a
Difference from Projected	-2	11	22	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	2	8	12
Actual	0	2	n/a	n/a	n/a
Difference from Projected	0	-2	n/a	n/a	n/a

Human Physiology & Nutrition, BS

CU Board of Regents Approved: February 2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2020-21)	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Enrollment (Fall End-of-Term)					
Projected	52	96	154	210	268
Actual	56	151	n/a	n/a	n/a
Difference from Projected	4	55	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	20	32	44
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected		n/a	n/a	n/a	n/a

Business Administration, DBA

CU Board of Regents Approved: April 2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2021-22)	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Enrollment (Fall End-of-Term)					
Projected	10	25	45	55	60
Actual	15	n/a	n/a	n/a	n/a
Difference from Projected	5	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	10	15	20
Actual	n/a	n/a	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

Computer Science, BA

CU Board of Regents Approved: April 2020

	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Enrollment (Fall End-of-Term)					
Projected	34	71	111	155	186
Actual	20	79	n/a	n/a	n/a
Difference from Projected	-14	8	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	10	35
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 BACS has gotten off to a good start although some of its success can be attributed to melt in the BSCS degree. Currently in the March of 2022 the enrollment for the degree is 98 students. We believe our original projections are a good indication of the growth we will see through year 5.

Technical Communication & Information Design, BA

CU Board of Regents Approved: April 2020

	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Enrollment (Fall End-of-Term)					
Projected	44	78	96	121	135
Actual	13	27	n/a	n/a	n/a
Difference from Projected	-31	-51	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	12	19	22
Actual	2	n/a	n/a	n/a	n/a
Difference from Projected	2	n/a	n/a	n/a	n/a

Enrollments were lower than projections due to lower UCCS enrollment during the COVID-19 pandemic, lower enrollments at Pikes Peak Community College, where we have a transfer articulation, and fewer numbers switching from English's Professional and Technical Writing track to new program. We have taken multiple steps to remediate this, including a robust marketing campaign, meeting with high schools and other interest groups to generate awareness, working with recruitment team, and initiating curricular innovations such as an accelerated TCID + MBA degree.

Inclusive Early Childhood Education, BA

CU Board of Regents Approved: February 2021

	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
Enrollment (Fall End-of-Term)					
Projected	49	83	122	153	182
Actual	40	n/a	n/a	n/a	n/a
Difference from Projected	-9	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	12	28	33	35
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 new program did not meet enrollment projections in the Year 1 by a small margin. The pandemic impeded our ability to market and recruit from targeted student populations. A new state-wide transfer articulation agreement has been approved for a more seamless transfer from 2-year programs to the 4-year degree program at UCCS. We are also seeking approval of an early childhood education apprenticeship program from the US Department of Labor. Recognition as an apprenticeship program will increase visibility of the degree program and attract more students. Additionally, we are working to develop a comprehensive recruitment and retention plan

that includes more intentional rural outreach, connection with community partners, and deeper more intentional opportunities to connect with faculty and peers.

Data are not available for the following programs just approved several months ago:

- Aerospace Engineering, BS – Approved February 2022
- Music, BA – Approved February 2022

University of Colorado Denver

Public Administration, BAPA

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	64
Difference from Projected	0	-32	-45	-61	-89
Degrees (Fiscal Year)					
Projected	0	0	12	14	33
Actual	0	0	2	9	21
Difference from Projected	0	0	-10	-5	-12

The Bachelor of Arts in Public Administration (BAPA) was launched as the Bachelor of Arts in Public Services in 2016. The program has grown over the years, enrolling 64 students in 2019-20. While this is short of the original projected five-year enrollment of 153, the School of Public Affairs continues to be optimistic about the program. Because the program did not hit enrollment targets, SPA has not requested additional resources from the campus and is absorbing all costs internally. These costs have not been significant as the program does not require any specialized equipment or other unique resources.

The program began as a fully online program, and this format seems to have been most appealing to older transfer students. In Fall 2017, fully 93 percent of new BAPA students were transfers. In Fall 2019, the average age of a BAPA student was 32.3 years. The CU Denver campus has experienced a significant decline in transfer students over the past few years, and we believe this, together with the negative impacts of COVID in enrollment, has caused growth to stagnate.

We believe that the program has significant room to grow. According to the Bureau of Labor Statistics, the job outlook for government and nonprofit sector positions is robust. At the recommendation of the Office of Digital Education, the name of the program was changed from Public Service to Public Administration, to better align with typical online search terms. In addition, to attract more traditional students, the program is beginning to offer in-person classes. SPA is also committed to BAPA as a pipeline for increasing diversity into its graduate programs and thereby into government and nonprofit positions.

New program leadership is actively exploring ways to better integrate the program with the rest of the campus and with strengths of the School of Public Affairs. The BAPA program is launching Centers of Excellence aligned with BLS growth sectors, faculty expertise, and student interest; these areas include applied leadership and management (with an interdisciplinary option), public policy, and nonprofit and third sector studies. Eighteen faculty and staff have been actively participating in retreat sessions this spring aimed at developing strategic enrollment plans.

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	10	13	10	n/a
Difference from Projected	-3	-8	-10	-17	n/a
Degrees (Fiscal Year)					
Projected	0	5	6	6	9
Actual	1	0	2	n/a	n/a
Difference from Projected	1	-5	-4	n/a	n/a

The MS and PhD programs in Health Economics are both currently behind their enrollment goals. There are 3 main factors that have slowed the enrollments in these programs:

1). COVID-19. The nature of these programs is that they require a significant amount of face-to-face instruction. While these programs have continued during COVID, it has been far more difficult to recruit into programs such as these where interpersonal relationships between students and their faculty mentors play such a central role in student development. The application pool is simply thinner.

It has also been difficult to effectively engage in recruiting activities. Conferences where we have advertised formally and informally in the past (such as the American Society of Health Economists meetings were not held in person) and GREs were avoided, making ad buys for the GRE a less effective (and attractive) recruiting tool.

2). Faculty resources. This refers mainly to advising of PhD students. The program faculty (i.e. faculty with specialties in Health Economics in Economics at CU Denver and in HSMP at the school of public health) each already oversee several PhD students. When we admit students, we want to make sure that there are enough opportunities for them to find mentorship. Economics and HSMP both lost senior health economists in the past 2 years but have also both just made hires that partially replace these positions (some of the hires are more junior and will not be able to take on as large a role with immediacy).

3). Student resources. Our PhD students are not offered compensation packages that are competitive with the market. In fact, in some cases, our MS students are not offered compensation packages that are competitive with their individual markets (i.e., this is less common but does happen). A lot of admitted students turn us down for offers elsewhere that offer full tuition waivers and a livable stipend. It is very difficult to compete for talent, our main draws of a very high-quality faculty and a wonderful place to live only go so far.

We have aggressively sought out alternative funding for students, trying to get them into grant funded RA positions after their initial year or two, which provide more generous funding. This has had some success, but is an uncertain process, which has turned off many promising potential students.

Other Considerations:

The MS program does not require any additional resources above our extant MA program. Due to the ability of MA students to take MS core courses as electives and vice versa, the programs co-exist without requiring additional courses to be offered.

The PhD program, despite being under projected enrollment is on net revenue generating for the university.

Computer Science, BA

CU Board of Regents Approved: April 2019

	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
Enrollment (Fall Census)					
Projected	20	55	79	101	123
Actual	32	114	176	n/a	n/a
Difference from Projected	12	59	97	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	20	25	30	38
Actual	n/a	18	n/a	n/a	n/a
Difference from Projected	n/a	-2	n/a	n/a	n/a

Construction Management, BS

CU Board of Regents Approved: November 2019

	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Enrollment (Fall Census)					
Projected	10	27	45	56	59
Actual	8	24	n/a	n/a	n/a
Difference from Projected	-2	-3	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	5	10	17
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

Construction Engineering & Management, BS

CU Board of Regents Approved: November 2019

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2020-21)	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Enrollment (Fall Census)					
Projected	5	15	25	33	35
Actual	2	14	n/a	n/a	n/a
Difference from Projected	-3	-1	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	3	5	10	11
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

The Construction Management BS and the Construction Engineering & Management BS were approved in 2019 and enrollment in both programs began in fall 2020. The programs are off to a great start with enrollments very close to projections and potentially even above projections if students that have not formally declared the major are considered. There are 21 undergraduate students that are pursuing the CMGT or CEMT BS but haven't declared the major yet since most of them are working on meeting admission requirements. This shows that the interest in the program is strong and that the number of projected degrees to be granted will be met.

Enrollment and degree data are not yet available for the following programs approved last fall:

- Cybersecurity, BS – Approved November 2021
- Public Policy, MPP – Approved November 2021