



MEMORANDUM

TO: Board of Regents

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

DATE: July 27, 2018

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	n/a
Difference from Projected	-8	-14	-22	-25	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

Two substantive actions have occurred on the Boulder campus in the past eight months to address below expected enrollments and degree production in the International Baccalaureate program. First, oversight for the IBA program has shifted from the Vice Provost for Undergraduate Education to the Associate Dean for Natural Sciences in the College of Arts & Sciences. The Natural Sciences Division is the academic home for the IBA program. Second, student recruitment efforts are now concentrating on geological sciences with exchange participation focused on one institution where there is an established and successful relationship. These focused efforts will allow the Boulder campus to grow the IBA program in one discipline and one partner institution before expanding to additional disciplines and institutions.

Please note that this degree program has very low financial costs and generate savings as CU students are able to take some coursework offered remotely.

Jewish Studies, BA

CU Board of Regents Approved: February 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)
Enrollment (Fall Census)					
Projected	30	40	50	52	52
Actual	6	8	11	11	7
Difference from Projected	-24	-32	-39	-41	-45
Degrees (Fiscal Year)					
Projected	5	8	10	12	12
Actual	7	4	3	4	3
Difference from Projected	2	-4	-7	-8	-9

Nationwide and at CU Boulder, enrollments in Arts and Humanities disciplines have declined significantly since 2011 so the enrollment and degree figures provided in February 2012 do not reflect this significant market change. Degree production is closer to the expected number awarded. This is probably associated with the tendency of students who are awarded degrees in the humanities often do not register in those majors until late in their academic careers.

Architectural Engineering, MS

CU Board of Regents Approved: February 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	17	24	43	53	60
Actual	14	15	15	20	21
Difference from Projected	-3	-9	-28	-33	-39
Degrees (Fiscal Year)					
Projected	5	10	14	17	20
Actual	10	5	7	10	n/a
Difference from Projected	5	-5	-7	-7	n/a

Enrollment projections provided in the degree proposal submitted in February 2012 did not accurately gauge market demand for this degree program. First year enrollments were near the projected level but the program has not experienced growth rates of 20% or greater as detailed in the degree plan proposal. To improve enrollment projections for new degree programs, the campus is improving its internal methods for projecting enrollment and exploring the purchase of external resources to improve market demand projections. This degree program does not require additional campus resources since courses offered for the Master's degree in architectural engineering are part of the doctorate in architectural engineering.

Architectural Engineering, PhD

CU Board of Regents Approved: February 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	5	9	12	17	20
Actual	11	14	18	16	22
Difference from Projected	6	5	6	-1	2
Degrees (Fiscal Year)					
Projected	0	2	3	4	5
Actual	4	3	3	2	n/a
Difference from Projected	4	1	0	-2	n/a

On average, enrollments and degree production in this degree program meet or exceed projections provided in January 2012.

German Studies, PhD

CU Board of Regents Approved: April 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	2	4	6	8	8
Actual	3	7	8	8	7
Difference from Projected	1	3	2	0	-1
Degrees (Fiscal Year)					
Projected	0	0	0	2	2
Actual	0	0	0	0	n/a
Difference from Projected	0	0	0	-2	n/a

Actual enrollments meet or exceed expectations with degree completions usually lagged by five years for this discipline.

Computer Science, BA

CU Board of Regents Approved: November 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	30	60	100	140	150
Actual	222	457	627	782	918
Difference from Projected	192	397	527	642	768
Degrees (Fiscal Year)					
Projected	0	0	15	30	30
Actual	4	22	51	97	n/a
Difference from Projected	4	22	36	67	n/a

Enrollments and degree production meet or exceed projections provided in November 2012.

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	n/a
Difference from Projected	-3	-3	-7	-7	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	4
Actual	0	0	0	n/a	n/a
Difference from Projected	0	0	0	n/a	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	9	13	17	n/a
Difference from Projected	2	2	1	-4	n/a
Degrees (Fiscal Year)					
Projected	0	0	3	6	10
Actual	1	1	0	n/a	n/a
Difference from Projected	1	1	-3	n/a	n/a

The expected lag between first term enrollment and degree completion is two years for the MS program.

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	n/a
Difference from Projected	9	17	19	22	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	2
Actual	0	1	1	n/a	n/a
Difference from Projected	0	1	1	n/a	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 represents the first complete admission cycle to recruit and admit new degree seeking students into the program. Enrollments 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	n/a
Difference from Projected	12	-20	-24	-60	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	15	31
Actual	0	3	8	n/a	n/a
Difference from Projected	0	3	8	n/a	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 program did not increase by almost 200% in year 2 as projected. Current growth rates are in excess of 50% growth per year, which is exceptional growth rate for a new degree program. 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.

Neuroscience, BA

CU Board of Regents Approved: September 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	70	140	210	300	360
Actual	188	424	498	489	510
Difference from Projected	118	284	288	189	150
Degrees (Fiscal Year)					
Projected	0	0	0	50	70
Actual	46	62	91	92	n/a
Difference from Projected	46	62	91	42	n/a

Enrollments and degree production in this degree program exceed projections provided in September 2013.

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	n/a
Difference from Projected	4	-9	-24	-23	n/a
Degrees (Fiscal Year)					
Projected	9	19	28	28	28
Actual	12	11	6	n/a	n/a
Difference from Projected	3	-8	-22	n/a	n/a

The usual lag between enrollments and degree completion for this degree program is one year. After an extended vacancy, the Leeds School of Business recently hired an Associated Dean for Graduate Programs with responsibilities including student recruitment for MS degree programs in Leeds. Future enrollment numbers should return to projected levels after one complete recruitment cycle. This person started March 2017.

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	n/a	n/a
Difference from Projected	-8	-16	-24	n/a	n/a
Degrees (Fiscal Year)					
Projected	9	18	27	27	27
Actual	2	4	n/a	n/a	n/a
Difference from Projected	-7	-14	n/a	n/a	n/a

The usual lag between enrollments and degree completion for this degree program is one year. After an extended vacancy, the Leeds School of Business recently hired an Associated Dean for Graduate Programs with responsibilities including student recruitment for MS degree programs in Leeds. Future enrollment numbers should return to projected levels after one complete recruitment cycle. This person started March 2017.

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	n/a	n/a
Difference from Projected	-45	-30	4	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	20	51	50
Actual	0	2	n/a	n/a	n/a
Difference from Projected	0	2	n/a	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	n/a	n/a	n/a
Difference from Projected	2	6	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	6	8	10	12	15
Actual	4	n/a	n/a	n/a	n/a
Difference from Projected	-2	n/a	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.

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	n/a	n/a	n/a
Difference from Projected	14	42	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	20	25	30	35
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

Enrollments in this degree program exceeded projections in its first and second 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	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	n/a	n/a	n/a
Difference from Projected	3	5	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	10	12	14	16
Actual	7	n/a	n/a	n/a	n/a
Difference from Projected	7	n/a	n/a	n/a	n/a

Enrollments in this degree program exceeded projections in its first and second 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	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	n/a	n/a	n/a
Difference from Projected	2	3	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	8
Actual	5	n/a	n/a	n/a	n/a
Difference from Projected	5	n/a	n/a	n/a	n/a

Since the PhD in Environmental Engineering received approval in April 2015, fall 2016 enrollments represent the first cohort from the admission cycle. It is 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. The expected lag between first term enrollment and degree completion is four years for the PhD program.

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	6	n/a	n/a	n/a
Difference from Projected	8	1	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	2	7	6	8
Actual	2	n/a	n/a	n/a	n/a
Difference from Projected	2	n/a	n/a	n/a	n/a

Enrollments and degrees awarded in this degree program exceeded projections. The expected lag between first term enrollment and degree completion is two years.

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	n/a	n/a	n/a	n/a
Difference from Projected	7	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	5	15	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.

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	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	0	0	26	26
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.

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	n/a	n/a	n/a	n/a
Difference from Projected	-24	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	26	26
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.

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	n/a	n/a	n/a	n/a
Difference from Projected	-4	n/a	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.

General note regarding programs in the College of Media, Communication, and Information (the following 11 programs): Overall, enrollments are exceeding expectations for the college but numbers for specific degree offerings differ both above and below our original projections. In addition, CMCI averaged over 300 IUTs (Intra-University Transfers) per year in its first two years. That suggests that overall major numbers at this point in time probably underestimate what long-run enrollment numbers are likely to be. Development of a new college will require internal adjustments as CU Boulder leadership aligns market demands with campus resources.

Media Studies, BA

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	60	90	120	180	240
Actual	63	58	46	n/a	n/a
Difference from Projected	3	-32	-74	n/a	n/a
Degrees (Fiscal Year)					
Projected	12	18	24	36	48
Actual	2	4	n/a	n/a	n/a
Difference from Projected	-10	-14	n/a	n/a	n/a

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

Media and Public Engagement, MA

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	8	12	16	18	20
Actual	7	12	12	n/a	n/a
Difference from Projected	-1	0	-4	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	4	5	7	8
Actual	0	6	n/a	n/a	n/a
Difference from Projected	0	2	n/a	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 2016-17.

Media Production, BA

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	50	100	150	200	250
Actual	27	70	94	n/a	n/a
Difference from Projected	-23	-30	-56	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	10	20	30
Actual	0	2	n/a	n/a	n/a
Difference from Projected	0	2	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 for the initial cohort that enrolled in 2015-16 until 2018-19.

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	n/a	n/a
Difference from Projected	0	-2	-8	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	3	4	4
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 two years.

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	n/a	n/a
Difference from Projected	-64	246	585	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	50	55	60
Actual	0	22	n/a	n/a	n/a
Difference from Projected	0	22	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 for the initial cohort that enrolled in 2015-16 until 2018-19.

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	n/a	n/a
Difference from Projected	-11	-6	-7	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	5	5
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 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	n/a	n/a
Difference from Projected	0	-4	-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 for the initial cohort that enrolled in 2015-16 until 2018-19.

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	n/a	n/a	n/a
Difference from Projected	14	14	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	2	5	5
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 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	n/a	n/a
Difference from Projected	-88	-166	-241	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	18	36	54
Actual	0	0	n/a	n/a	n/a
Difference from Projected	0	0	n/a	n/a	n/a

This undergraduate major is moving slowly toward projections because of the campus has not yet been able to deliver on the space requirements needed to fully grow this program. Until the appropriate space can be built, the program will continue to fall well below the fifth-year projection of 360 majors. The expected lag between first term enrollment and degree completion is four years.

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	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. 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	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	0	0	1	2
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.

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 with the first entry cohort planned for fall 2018)
- Experience Design, MFA (approved February 2016)
- Computational Linguistics, MS (approved April 2016)
- Organizational Leadership, MS (approved November 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	Year 2	Year 3	Year 4	Year 5
	(2014-15)	(2015-16)	(2016-17)	(2017-18)	(2018-19)
Enrollment (Fall End-of-Term)					
Projected	20	41	63	88	103
Actual	38	59	73	77	n/a
Difference from Projected	18	18	10	-11	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	13	16
Actual	1	2	7	n/a	n/a
Difference from Projected	1	2	7	n/a	n/a

This program, for the first time, fell about 12% short of the target enrollment in year 4. With 77 enrolled students, however, it is still a very successful program with strong support from the community.

Accounting, MS

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	32	34	37	39	41
Actual	7	18	20	n/a	n/a
Difference from Projected	-25	-16	-17	n/a	n/a
Degrees (Fiscal Year)					
Projected	n/a	n/a	n/a	n/a	n/a
Actual	0	7	n/a	n/a	n/a
Difference from Projected	n/a	n/a	n/a	n/a	n/a

The Accounting MS currently has 20 students rather than the projected 37. At this level the program still results in a positive cash flow since most of the students are in classes which had additional capacity. As a result the cost of this program is low and new revenue from these students easily covers the cost. Additional recruiting is planned to help bring the numbers up to the original projections.

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	n/a	n/a
Difference from Projected	-5	-2	-9	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	5	10
Actual	0	0	n/a	n/a	n/a
Difference from Projected	0	0	0	-5	-10

This degree is designed to prepare future secondary school teachers with a broad background in science, engineering and mathematics. The design is rather unique and the program is demanding. We are stepping up our marketing efforts and working with our successful graduates to help new students understand the potential benefits of this degree.

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	n/a	n/a	n/a
Difference from Projected	-12	-24	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	12
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	n/a	n/a	n/a

The field of athletic training is in transition from accepting a bachelor's degree as the professional standard to requiring a master's degree. As a result, the first cohort of this degree was delayed and will start in Fall 2018. As the profession completes the transition to requiring a master's degree for entry into this field, we anticipate no problem in meeting our numbers. We currently have 22 students in an undergraduate athletic training program that is designed as preparation for entering the master's program.

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	n/a	n/a	n/a
Difference from Projected	72	74	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	0	26
Actual	8	n/a	n/a	n/a	n/a
Difference from Projected	8	n/a	n/a	n/a	n/a

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	n/a	n/a	n/a
Difference from Projected	114	168	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	5	20
Actual	0	n/a	n/a	n/a	n/a
Difference from Projected	0	n/a	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	n/a	n/a	n/a	n/a
Difference from Projected	-6	n/a	n/a	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	0	8	17
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 got off to a slow start in Year 1 with only 6 students rather than the projected 12. With enhanced marketing, we expect these numbers to improve in year 2. As a small program that draws on existing classes but allows students to bridge between disciplinary areas, the cost of the program is low.

University of Colorado Denver

Mathematics Education, MEd

CU Board of Regents Approved: June 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)
Enrollment (Fall Census)					
Projected	32	42	48	53	55
Actual	1	5	4	14	13
Difference from Projected	-31	-37	-44	-39	-42
Degrees (Fiscal Year)					
Projected	12	12	15	17	19
Actual	3	2	5	6	4
Difference from Projected	-9	-10	-10	-11	-15

Comments: As noted previously, the original enrollment projections for this program were based on the assumption that the majority of students who considered enrolling in either the School of Education and Human Development's (SEHD) MA in Curriculum and Instruction with an emphasis in Mathematics, or this new program offering an MEd, would choose the MEd. This did not happen and enrollment in the MA in Curriculum and Instruction (C&I) with a focus in Mathematics has remained strong. Together the two programs (MA in C&I with a Mathematics emphasis and the MEd) have increased enrollment from 25 students in AY 2012-13 (24 in the MA and 1 in MEd) to 41 students in AY2015-16. In the last two years, due largely to changes in the way teachers are supported for obtaining a master's degree that negatively impacted application and enrollments, those numbers decreased to 29 (AY 2016-17) and 19 (AY 2017-18).

In retrospect, if it was known that students would not choose the MEd over the MA in C&I, a more realistic enrollment projection would have been for 5 new students each year in the 2 year program (10 students total in the program). The MEd enrollment in Fall 2017 was 13 students. The MEd has graduated 20 students, three of whom entered the SEHD's PhD program.

While the program has not met the original projections (made on the basis of an assumption that proved to be erroneous), it has exceeded more realistic goals and contributed to growth overall all in STEM master's degree options in Curriculum and Instruction.

The inability of the MEd program to meet its enrollment goals has not negatively impacted the SEHD, because the enrollment in the MA in C&I with a Mathematics focus has been maintained, while the MEd has added an annual average of 7 students who undertake many of the same courses. Also, most incoming students to our master's degrees are now opting for the MEd program (instead of the MA program in C&I). This indicates the predicted attraction the MEd program would create. Therefore, the SEHD can continue to deliver the curricula for both degrees without incurring additional costs for instruction.

Integrative & Systems Biology, PhD

CU Board of Regents Approved: June 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)
Enrollment (Fall Census)					
Projected	3	7	12	16	20
Actual	0	3	8	10	14
Difference from Projected	-3	-4	-4	-6	-6
Degrees (Fiscal Year)					
Projected	0	0	0	0	2
Actual	0	0	0	0	0
Difference from Projected	0	0	0	0	-2

Architecture, BS*

CU Board of Regents Approved: September 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)
Enrollment (Fall Census)					
Projected	51	174	282	357	420
Actual	37	113	242	283	358
Difference from Projected	-14	-61	-40	-74	-62
Degrees (Fiscal Year)					
Projected	0	0	43	58	90
Actual	0	0	24	37	52
Difference from Projected	0	0	-19	-21	-38

*Includes Architecture and Pre-Architecture majors

Bioengineering, BS*

CU Board of Regents Approved: September 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	35	77	126	184	216
Actual	27	67	81	112	135
Difference from Projected	-8	-10	-45	-72	-81
Degrees (Fiscal Year)					
Projected	0	0	0	35	44
Actual	0	0	0	14	n/a
Difference from Projected	0	0	0	-21	n/a

*Includes Bioengineering and Pre-Bioengineering majors

The program fell short of the original enrollment goals for AY 2016-17 due primarily to faulty assumptions made in our original budget mode and also the difficulty in creating a new department and almost simultaneously developing graduate (MS and PhD) and undergraduate offerings.

In retrospect, the enrollment estimates for the BS program contained errors in three areas: 1) the number and academic quality of the applicant pool and subsequent acceptances; 2) retention rate (which was predicted to be 100%); and 3) student pathways.

While the number of applicants has increased dramatically over the first 5 (including 2017) years, only about half of these students met the program's academic pre-requisites, and less than 65% of those accepted enrolled in the

program. The program went through successful accreditation by ABET in Fall 2017, which along with the continued growth in the reputation of the Department and its graduate programs, should begin to attract applicants with a stronger academic background and will increase the acceptance rate of students who are accepted by the program.

The second issue that the program has encountered is student retention. The program is very rigorous and involves developing key competencies in biology, medicine and engineering. 11% of students change their major or leave the program following the first semester core course, and only 58% of the initial cohort will graduate the program in 4 years. The program is tackling this issue through a variety of means, including assessing the students for key pre-requisites prior to acceptance and providing enhancing learning opportunities in key topics through “boot-camps,” peer-student mentoring, and other approaches.

We note that all 15 students who entered the major as part of the inaugural class graduated with the BS degree in Bioengineering in 2017; most have secured jobs or have been accepted into graduate school, medical school, or for other advanced training. One student was accepted into the MD/PhD program at Johns Hopkins University, one of the best such programs in the world, which reflects very well on the University of Colorado.

The third issue for the program is that the student pathways conflicted with the model used to project enrollment. The model proposed a single pathway in which all students entered the program as freshmen and continue with 100% retention to sophomores. However, 65% of the pre-major (PRBE) students transfer or bring college credits with them such that they only need to take 8 core BIOE credits which they complete in one year. Such students are counted as entering the program in its second year. The program has now engaged K-12 partners, Colorado Community Colleges, the Office of Admissions, the Transfer Center and the College of Engineering and Applied Science campus to ensure that prospective students connect with the program early in their college decision-making process. It is encouraging that the numbers of applicants and admits for Fall 2017 has increased.

The reputation of the research performed by faculty and students in the department has resulted in significant success in obtaining research funding in areas such as next-generation treatments for diabetes, novel methods for diagnosing heart disease in children, artificial hands for soldiers needing upper-limb prosthetics, new methods for re-growing nerves after spinal cord injury, and customized solutions for patients with severe cognitive or physical disabilities. In AY 2017-17 the average research expenditures per tenure-track / tenured faculty in the department was \$880k/faculty. This is one of the higher such metrics amongst any program in Colorado, and speaks to the outstanding success of our program in attracting highly competitive research grants into the University of Colorado. In addition, based on their inventions faculty in the department have started 8 companies, one of which was recently acquired. Students in the BS program have opportunities to participate in many of these activities, a particularly unique opportunity for undergraduate students at CU.

Budget Adjustments: Despite the reduced headcount, the Department of Bioengineering must still offer the full curriculum to the students completing their major. In 2017-2018 we are offering 128 undergraduate credit hours. Given that many of these credits are comprised of time-intensive labs, 192 total contact hours are required to offer the full curriculum. Although the instructional costs for these undergraduate students have escalated, the department adjusted its expenses using other funds (research funds from the Center for Bioengineering and commitments from the School of Medicine at CU Anschutz, Children’s Hospital Research Institute, and University of Colorado Hospital) to leverage salaries for teaching faculty, instructional expenses, and faculty recruitments to support its teaching mission. While the budget for the undergraduate and graduate programs provides support for 7.25 FTE instructional faculty, the department is able to support 17.35 FTE through its varied budget sources.

To further stretch its instructional FTEs, both the undergraduate and graduate programs have cross-listed courses in an attempt to boost enrollments. The program will also investigate streamlining its instructional expenses by hiring Lecturers or TAs as needed. It will also re-evaluate the curriculum to ensure that it offers appropriate coursework and section sizes to its pre-major students. Further modifications of course offerings and admission/transfer standards may increase its matriculation numbers.

Ethnic Studies, BA

CU Board of Regents Approved: November 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	36	38	40	42	44
Actual	23	42	40	44	29
Difference from Projected	-13	4	0	2	-15
Degrees (Fiscal Year)					
Projected	16	16	11	11	11
Actual	10	12	15	23	n/a
Difference from Projected	-6	-4	4	12	n/a

Education and Human Development, BA*

CU Board of Regents Approved: April 2013

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	40	87	139	172	200
Actual	0	102	162	212	193
Difference from Projected	-40	15	23	40	-7
Degrees (Fiscal Year)					
Projected	0	0	22	33	44
Actual	0	0	11	29	n/a
Difference from Projected	0	0	-11	-4	n/a

* Originally named Teaching, Learning and Development; renamed Education and Human Development, November 2014.

School Psychology, PsyD

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	22	44	51	56	56
Actual	28	45	50	62	n/a
Difference from Projected	6	1	-1	6	n/a
Degrees (Fiscal Year)					
Projected	0	6	8	13	13
Actual	0	7	5	n/a	n/a
Difference from Projected	0	1	-3	n/a	n/a

Taxation, MS

CU Board of Regents Approved: April 2014

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

Applied Geography and Geo-Spatial Science, MA

CU Board of Regents Approved: April 2014

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

While only 2 of the 2015 cohort of 13 students graduated in May of 2017, as of May 2018 11 have graduated and one more will be graduating in December 2018. Many of the students who enroll in the program are employed and move through the program a little slower than full time students. Many of the students have gained placement in paid internship programs (eg. at USGS and NPS) while in the program.

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 boost 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. The next step that the faculty will undertake is to consider how to interface with the undergraduate version as a recruitment tool. The MA program has 16 students who have accepted admissions for fall 2018.

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	n/a	n/a
Difference from Projected	0	-32	-45	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	12	14	33
Actual	0	0	n/a	n/a	n/a
Difference from Projected	0	0	n/a	n/a	n/a

So far, our BA in Public Service (BAPS) program is off to a good start, but it is definitely somewhat behind the initial projections in our MOU (which were probably a bit overly optimistic, in terms of timing, as I will explain below). We believe that we will catch up to those projections, and that we are about a year behind them. As a result, with our MOU with the university, we will not request the additional funds for the program for fall 2018 until we hit the associated goals, which will think will happen in fall 2019.

More specifically, as we look to Fall 2018, the BA Public Service program now has 83 eligible to enroll, fully-admitted majors. That number may fall a bit, with attrition, as we get closer to Fall, but we also might add more students, so that is the figure we suggest for now. In the MOU, we were aiming for 119 majors in fall 2018, but we will likely be closer to the original fall 2017 projection, of 84. We are also generating a lot of SCHs, sometimes from students who are not majoring in BAPS, but are minoring or just taking electives – that is a plus.

Reasons for being “behind” initial projections. We were expected to have 42 majors in the first year – that was not realistic, especially because we got started late. Though we wanted to move faster, because of HR delays, our recruiter only started in her role on July 5, 2016. The application itself was delayed in university bureaucracy, and the BAPS only went live on March 28, 2016, very late in the traditional admission cycle, when we hoped to have 42 major in fall 2016. Also, since the program is fully online, that is somewhat unusually for an undergraduate degree, still, and it has taken some additional recruitment and explanation to students.

Our hopes and future expectations. We are engaged in a number of recruitment and marketing efforts that we believe will pay off well, and soon.

1. We finalized the CTE MOU (accepting credits for LEA [policy academy], EMS [emergency medical career], and FST [fire career]) in March 2017.
2. We have a transfer agreement with Red Rocks Community College nonprofit management certificate program (signed in May 2017).
3. We’ve also been working well with CU Online on digital marketing, but only since fall 2017.
4. Since BAPS inception, we have offered PUAD 1001 in two high schools each semester through CU Succeed, which we open will lead to a pipeline to the major.
5. Almost all of our new BAPS courses have been developed, so we are now offering a wide and diverse range of courses for students.
6. We have a strong partnership with the Nonprofit Leadership Alliance, in which our BAPS graduates can earn their Certified Nonprofit Professional (CNP) credential.

Continuing concerns. Overall, as an online program, BAPS attracts a nontraditional market which is unpredictable and difficult to target, and more often results in part-time rather than full-time students. At some point, it will likely be necessary to offer face-to-face courses, as well, something we anticipated from the outset, and discussed with the Provost.

University of Colorado Anschutz Medical Campus

Modern Human Anatomy, MS

CU Board of Regents Approved: February 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)
Enrollment (Fall Census)					
Projected	5	12	17	22	27
Actual	5	24	43	45	51
Difference from Projected	0	12	26	23	24
Degrees (Fiscal Year)					
Projected	0	3	6	7	10
Actual	0	4	12	21	25
Difference from Projected	0	1	6	14	15

Anesthesiology, MS

CU Board of Regents Approved: November 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	8	15	24	26	28
Actual	7	16	26	31	35
Difference from Projected	-1	1	2	5	7
Degrees (Fiscal Year)					
Projected	0	0	7	7	9
Actual	0	0	6	6	n/a
Difference from Projected	0	0	-1	-1	n/a

Health Services Research, Policy and Administration, MS

CU Board of Regents Approved: November 2012

	Year 1	Year 2	Year 3	Year 4	Year 5
	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Enrollment (Fall Census)					
Projected	3	7	11	15	16
Actual	0	5	7	5	3
Difference from Projected	-3	-2	-4	-10	-13
Degrees (Fiscal Year)					
Projected	0	0	3	4	7
Actual	0	1	1	3	n/a
Difference from Projected	0	1	-2	-1	n/a

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	n/a	n/a
Difference from Projected	2	6	5	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	9	14	15	18
Actual	0	11	n/a	n/a	n/a
Difference from Projected	0	2	n/a	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	n/a	n/a
Difference from Projected	0	-2	-11	n/a	n/a
Degrees (Fiscal Year)					
Projected	0	0	12	16	18
Actual	0	0	n/a	n/a	n/a
Difference from Projected	0	0	n/a	n/a	n/a

The following degrees were approved in late 2017 and data are not yet available:

- Health Economics, MS (Denver | Anschutz joint program) (approved November 2017)
- Health Economics, PhD (Denver | Anschutz joint program) (approved November 2017)