



MEMORANDUM

TO: Board of Regents

FROM: Vice President Kathleen Bollard
Analyst Thomas Spahr

DATE: July 15, 2014

Issue: New Program Enrollment

Brief: The charts below provide projected and actual enrollment and graduation figures for new degree programs approved by the board since 2008.

Background: The CCHE tracked information on new program enrollments, comparing them to the projections institutions had submitted in their degree proposals, until 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. This is the fifth of those reports.

Issues for Consideration:

- Since the revenue projections included in Table 3 in program proposals are usually dependent on enrollment, an annual enrollment update should demonstrate whether a program is meeting its revenue goals. However, grant funding also can play a significant role in program success. If the board would like to receive that information, the Office of Academic Affairs will work with the provosts and senior research officers to develop a means of reporting grant revenue for new programs, where relevant.
- Many programs have met, or nearly met, enrollment projections, and some have far exceeded the projections not only for 2013, but also for full implementation. Since first-year enrollment is in many cases dependent on issues such as approval timing and marketing, programs approved in 2013 may not always meet first-year projections; however, historical records show that programs will usually catch up in the second year.
- In new degree proposals, campuses project enrollment figures over five years, but programs may not begin in the same calendar year in which they are approved. For the purposes of this document, projections apply beginning with the fall semester of the calendar year following approval. The only program that began later was the DrPH at AMC, which delayed implementation by 6 months. This still falls within CCHE guidelines, which allow two years following approval for program implementation.
- Most of the new programs that can report graduation totals are meeting or exceeding initial projections.
- Comments received from the campuses on programs below projected enrollment and/or projected graduation rates appear beginning on page 5 of this report.

University of Colorado New Programs 2008-2013

Source: Projections are from the original degree proposals submitted to the Board of Regents. Actual enrollment and degrees awarded are from the Campus Offices of Institutional Research.

Actual Enrollment F '13: Fall census headcounts of declared majors.

Actual Graduation ('12-'13): Degrees awarded per major during FY 2013.

Projections apply beginning with the fall semester of the calendar year following approval.

University of Colorado Boulder (17)

Year Approved	Program	Projected Enrollment for 2013	Actual Enrollment (F '13)	Projected Graduation for 2013	Actual Graduation ('12 - '13)
2010	Asian Languages and Civilizations, PhD ⁱ	6	2	0	0
2010	Information and Communication Technology for Development, MS ⁱⁱ	29	21	9	6
2010	Law, LLM ⁱⁱⁱ	15	1	15	8
2010	Telecommunications, PhD	9	9	1	0
2012	International Bachelor of Arts, IBA	NA	NA	NA	NA
2012	Jewish Studies, BA ^{iv}	30	8	5	7
2012	Architectural Engineering, MS	17	14	0	1
2012	Architectural Engineering, PhD	5	11	0	0
2012	German Studies, PhD	2	3	0	0
2012	Computer Science, BA	30	226	0	0
2013	Comparative Ethnic Studies, PhD	NA	NA	NA	NA
2013	Materials Science and Engineering, PhD	NA	NA	NA	NA
2013	Materials Science and Engineering	NA	NA	NA	NA
2013	General Engineering Plus, BS	NA	NA	NA	NA
2013	Neuroscience, BA	NA	NA	NA	NA
2013	Supply Chain Management, MS	NA	NA	NA	NA
2013	Real Estate, MS	NA	NA	NA	NA

University of Colorado Colorado Springs (7)

Year Approved	Program	Projected Enrollment for 2013	Actual Enrollment (F '13)	Projected Graduation for 2013	Actual Graduation ('12-'13)
2008	Biology, BS	523	716	58	88
2008	Women's and Ethnic Studies, BA ^v	56	39	6	1
2008	Leadership in Education, MA ^{vi}	125	99	15	23
2009	Applied Sciences, PhD	12	28	0	2
2010	Biochemistry, BA/BS ^{vii}	90	81	14	11
2011	Criminal Justice, MCJ	15	30	3	3
2013	Inclusive Early Childhood Education, BI	NA	NA	NA	NA

University of Colorado Denver (15)

Year Approved	Program	Projected Enrollment for 2013	Actual Enrollment (F '13)	Projected Graduation for 2013	Actual Graduation ('12-'13)
2008	Decision Sciences, MS	17	17	8	2
2008	Global Energy Management, MS	96	82	64	38
2009	Leadership for Educational Equity, EdD ^{viii}	60	32	0	10
2010	Bioengineering, MS	34	35	11	6
2010	Bioengineering, PhD	15	21	0	0
2010	Historic Preservation, MS	22	19	12	6
2010	Public Health, BA/BS ^{ix}	308	228	10	35
2011	Engineering & Applied Science, PhD	9	23	0	0
2012	Mathematics Education, MEd	32	3	0	3
2012	Integrative & Systems Biology, PhD	3	3	0	0
2012	Architecture, BS	51	97	0	0
2012	Bioengineering, BS	35	35	0	0
2012	Ethnic Studies, BA ^x	36	14	0	0
2013	Doctor of School Psychology, PsyD	NA	NA	NA	NA
2013	Teaching, Learning and Development, BA	NA	NA	NA	NA

Anschutz Medical Campus (7)

Year Approved	Program	Projected Enrollment for 2013	Actual Enrollment (F '13)	Projected Graduation for 2013	Actual Graduation ('12-'13)
2008	Doctor of Public Health, DrPH	15	15	0	0
2009	Epidemiology, MS	10.5	7	3	0
2010	Dentistry, MS	19	53	19	18
2011	Rehabilitation Science, PhD	6	7	0	0
2012	Modern Human Anatomy, MS	12	23	0	0
2012	Anesthesiology, MS	8	7	0	0
2012	Health Services Research, Policy and Administration, PhD	3	17	0	0

Low Enrollment Explanations

University of Colorado Boulder

ⁱ **Asian Languages and Civilizations, PhD** – The program has been able to attract highly qualified applicants, but as it turns out, the competition for those students has been unexpectedly stiff. Over the last three years, the top applicants accepted into the program chose to attend Princeton (1), the University of Pennsylvania (2), and Brown (1) University. These Ivys all offer substantially larger graduate student support packages, and in all cases this was cited as the reason the students didn't come to CU Boulder. Given the relatively small numbers involved, we are staying the course as far as our admission standards are concerned, but we are investigating alternative ways to provide student support to be more competitive in the market.

ⁱⁱ **Information and Communication Technology for Development MS**- From its inception, this program was housed in ATLAS and not in a traditional school or college. For this reason, the entry path to this degree program was rather non-traditional and this contributed to lower student numbers. In July 2013, the provost transferred the management of ATLAS curricula to the College of Engineering and Applied Science (CEAS). In January 2014 a new director for ATLAS was hired with clearer expectations for enrollment growth and management of ATLAS as a true campus resource. The academic prioritization process helped to guide this decision to change the way in which ATLAS space, personnel, and curricula are managed. We expect this approach to increase enrollment yield in this program. Finally, we have a proposal from ATLAS/CEAS to rename the degree in a way that will improve its marketability. This proposal is ready to be considered by the Regents, but its presentation has been delayed as a result of the sheer number of other projects that required presentation to the Board this spring (e.g. Academic Prioritization, CMCI).

ⁱⁱⁱ **Law LLM** - This program has failed to meet enrollment projections. Under the direction of a new dean of the Law School, the Boulder campus is in discussions about reformulation vs. suspension/discontinuance of this post-baccalaureate program. Regardless, the Law LLM in its current form will be phased out.

^{iv} **Jewish Studies BA** – Jewish Studies is a very new program, only receiving CDHE approval in March 2012. The time for a new degree to get in recruiting materials and to begin to compete for major requires at least one year. Thus the actual major information presented is for the first year of operation for the program. The projected major number for Jewish Studies was probably too optimistic.

From Academic Prioritization analyses, we have discovered that at the undergraduate level, degrees tend to be more informative about productivity than majors in the humanities. Whereas in STEM disciplines, undergraduate degree to major ratios tend to be very low (e.g. .09 in ASPS, .10 in PHYS, .18 in IPHY, .18 in MCDB, .19 in CHEM), the ratio in humanities disciplines, especially in smaller units, demonstrate just the opposite (.65 EALC, .82 SPAN, .90 GSLL, 1.13 FRIT, 1.31 WGST). This demonstrates both a migration from STEM to Humanities as students change interests and the adoption of a second major in the humanities, and particularly in language disciplines (in which Jewish Studies can be included because of its

New Degree Programs Falling Below Enrollment and/or Graduation Projections

Hebrew component), late in the undergraduate career of many undergraduate students. Since degrees awarded is a much more important metric to CU Boulder, Jewish Studies is being viewed in a favorable light for exceeding their goal so early in their existence.

Beginning with AY15, the College of Arts and Sciences has moved the curricular offerings in Hebrew to JWST from GSSL, a change that will probably positively affect major numbers in JWST.

University of Colorado Colorado Springs

v **BA in Women's and Ethnic Studies** - The number of majors has grown considerably following a slow start. In fall 2011, the program had just 16 majors, which had grown to 21 for fall 2012, but had increased substantially to 39 for fall 2013. This is still substantially behind the projection of 56 for last fall, but is clearly trending in the right direction. The program has seen 60% growth in total student credit hours from fall 2009 to fall 2013 and we currently have 17 students taking academic minors in the program, both signs of a healthy, growing department. The number of graduates is further from the goal, but the uptick in majors should translate into more graduates in the future, as well. The projected number of majors and graduates should be realistic within our context, and we should continue to make progress toward reaching the goal.

vi **MA Leadership in Education** - The MA Proposal projected 30 students annually, to total 125 by 2013. As of fall 2013, there were 99 students, an increase of 40 over the previous year. The projections were based on cohorts of students who would be supported by school districts. However, as districts cope with decreasing budgets from state and federal sources, they have been unable to support these cohorts of students for Leadership MAs. The department began a new Leadership cohort on the western slope for fall 2013, driving the number of majors higher for that term, and is working hard to arrange additional cohorts, but they are dependent on school district funding levels for their success. The MA proposal projected 15 graduates per year, which was exceeded in 2013.

vii **BA/BS in Biochemistry** - The program was approved by the Regents in the summer of 2010 and launched in fall 2010, which may have set us behind our projection timeline. The program shows a strong growth pattern, increasing from 62 in fall 2012 to 81 in fall 2013, with an additional increase of 18 majors already registered for fall compared to last year (June 2013 to June 2014). The number of graduates, while not yet reaching projections, is likewise growing (from 4 in 2012 to 11 in 2013).

University of Colorado Denver

viii **School of Education and Human Development EdD** - The enrollment of 36 students in this program during AY 2013 was significantly below the projected enrollment of 60 students (20/year) by the third year of the program. As reported last year, the enrollment in this program was adversely affected by the economy, the changing rewards for advanced degree qualifications by the school systems in Colorado and the decision to not admit or enroll new

New Degree Programs Falling Below Enrollment and/or Graduation Projections

students in 2012 in order to revamp the program. Based on input from existing, past, and potential students, as well as input gathered from 45 EdD programs participating in the Carnegie Project on the Education Doctorate (CPED), of which the SEHD is a member, the credits for this degree were reduced to the national average of 54 credits in 2013. SEHD faculty redesigned the program in 2012, and they have continued to refine the curriculum based on student feedback and stakeholder input. In the summer of 2013 the program admitted its projected annual number of new students 20. The enrollment numbers for the program continue to show evidence that they are rebounding and the enrollment of new students in Cohort 5 (who started in the summer of 2014) is 23. As of June 2014, the program has 54 students (90% of the projection) and it is anticipated that the program will continue to grow. The SEHD, its partners, and the campus continue to support the EdD program and consider it an essential component of the SEHD's degree offerings.

^{ix} **BA/BS in Public Health** - The projection for the third full academic year of the BA/BS in Public Health was an enrollment of 308 students however the actual enrollment was 245 (80% of the projection). This shortfall is attributed predominantly to a late start in recruitment/enrollment. Initial approval of the program was obtained only a week or two before classes started in August 2011 and therefore only three of the six core courses were offered at the start of the Fall semester of the first year. As a result, the enrollment numbers fell short of the projection in the first year and in subsequent years. The program met its graduation projection this past year and has experienced a 400% growth in the number of majors and a 172% increase in student credit hour production since its inception. Thus, although falling somewhat short of projections, the program continues to grow and is considered successful. As a consequence of this year's enrollment shortfall, the budget for the program was held at the same amount as the previous year and not increased as per the projections.

^x **BA in Ethnic Studies** - Although there were only 14 majors reported for Fall 2013, this figure only included primary majors and overlooked secondary majors. A revised analysis demonstrated that there were 24 majors (14 primary and 10 secondary) enrolled in Fall 2013. While this is short of the projected 36 majors for this program, the increased enrollment in Spring 2014 (32 primary or secondary majors) provides encouraging evidence that this program is continuing to grow and is close (almost 90%) to meeting its initial projections. The College of Liberal Arts and Sciences, as well as the Provost and Finance Offices will continue to closely monitor enrollments in the program and take corrective action as needed.