



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

OFFICE OF ACADEMIC AFFAIRS

MEMORANDUM

To: Board of Regents

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

Date: November 20, 2024

Subject: New Degree Progress Report

Brief: This new degree progress report provides projected and actual enrollment and degrees awarded counts for degrees implemented in the previous five years. In a few cases, degrees are included that had Board of Regent approval more than five years ago but that launched within the past five years. Enrollment and degree awards projections included in this report are from the original degree proposals approved by the Board of Regents. Data on actual enrollment and degrees awarded were provided by the campus Institutional Research offices. Fall enrollment headcounts are based on the number of declared majors, including primary and secondary majors. And for the first time, as requested by the regents, enrollment data is provided showing resident versus non-resident status in this report.

Background: Historically, the CCHE tracked information on new degree 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 degree enrollments to the Board of Regents as a follow-up accountability measure.

Report Highlights:

- A total of 33 degrees are included in the 2023-24 new degree progress report:

Number of Degrees	Bachelor	Master	Doctoral
Anschutz		2	
Boulder	2	8	2
UCCS	9	1	1
Denver	6	2	

- Nine of the degrees are on-track to meet or exceed the original projections, and an additional three degrees are tracking toward meeting projections (within 10% to 20% of enrollment and degree award projections).
- Nineteen degrees are not yet on track to meet enrollment and degree award projections. Explanations from the campuses indicate a variety of challenges. For each degree not on track, the campus is working to evaluate and address the issues with solutions ranging from pausing admissions to reassessing plans, to inactivating degrees in order to contemplate degree discontinuance, to revamping and/or increasing marketing efforts, to making other strategic



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

OFFICE OF ACADEMIC AFFAIRS

updates to help boost enrollments. And some of these degrees launched during the pandemic and continue to see negative impacts from that timing.

- Two degrees have shifted their intent, which impacted their performance. Both are MS degrees. One of the degrees (from Anschutz) has become a completion degree for doctoral students exiting without the PharmD. The other degree (from Boulder) went through a period of shifted intent with no enrollments and the degree being granted to students who were continuing to the PhD. However, this degree recently shifted back to the original intent based on creation of additional pathways to enrollment. We share this as an example of how departments are strategically considering their degrees over time.
- Revenue projections for a new degree are largely dependent on enrollment; therefore, a comparison of actual enrollment to projected enrollment should indicate whether a degree is meeting its revenue goals. Indeed, for the first time in this report, we are providing enrollment data comparisons in a more nuanced way – that is, enrollment data is split by resident versus non-resident status. The financial analyses in the original proposal are forecast using resident and non-resident enrollments, so it makes sense to provide this breakdown of enrollment data for the five-year tracking period for new degrees. Note that there are two degree that do not have residency classification (all students pay the same tuition), and in those cases, we only provide the single enrollment totals.
- Keep in mind that an individual degree's success can be more complex than the picture that is communicated through enrollment and degrees awarded data. For example, several of the degrees included in the report are structured so that students can take courses and/or earn certificates prior to entering the degree ("stackable" certificates or credentials). This flexible feature can delay and otherwise impact the expected timing of enrollments across the five-year tracking period for new degrees. And in fact, one of these degrees is delivered on the Coursera platform, which has a different tuition model than is typical of other degrees and is already revenue positive despite not meeting the original enrollment projections. We are working with the campuses to define an appropriate way to represent the success of these uniquely structured types of degrees.
- From the reporting and these narratives, it's clear that our campuses continue to take degree performance seriously and are actively managing and evaluating degree progress while identifying strategic solutions for growth.

University of Colorado Anschutz Medical Campus

Pharmaceutical Sciences, MS

CU Board of Regents Approved: November 2018

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	2	4	7	4	7	5	9	6	12	7
Actual	4	1	10	5	20	14	23	19	23	18
Difference from Projected	2	-3	3	1	13	9	14	13	11	11
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		5		5		6		8	
Actual	0		1		5		16		n/a	
Difference from Projected	0		-4		0		10		n/a	

Clinical Pharmacy, MS

CU Board of Regents Approved: February 2019

ENROLLMENT (Fall Census)	Year 1	Year 2	Year 3	Year 4	Year 5
Projected	7	15	24	n/a	n/a
Actual	1	6	6	n/a	n/a
Difference from Projected	6	-9	-18	n/a	n/a
DEGREES (FY)	Year 1 (19-20)	Year 2 (20-21)	Year 3 (21-22)	Year 4 (22-23)	Year 5 (23-24)
Projected	0	0	5	7	9
Actual	0	0	2	0	1
Difference from Projected	0	0	-3	-7	-8

Note, this is an Extended Studies degree so students are not classified as resident versus non-resident, and all pay the same tuition; consequently, enrollment data is not split by resident and non-resident status.

As reported in previous new degree reports, the School of Pharmacy and Pharmaceutical Sciences changed the nature of the Clinical Pharmacy MS based on a review of enrollment, financial analyses, and perceived changes in pharmacy post-graduate educational needs. As of 2022, this degree stopped admitting new students, and instead the degree shifted intent and is used to recognize significant work done by students who can't complete the Doctor of Pharmacy degree, but who have satisfied the requirements for a master's degree. Because of this change to the original intent, and the fact that there are no longer goals for enrollment,

actual enrollment will no longer be tracked for the purposes of this report. Degrees awarded are still included, but the projected number of degrees was unattainable with students not enrolling as originally projected.

Data is not yet available for the following new degree due to a planned delayed start:

- **Climate and Human Health, PhD** - launch is scheduled for Fall 2024

University of Colorado Boulder

Information Science, MS

CU Board of Regents Approved: September 2014

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	0	0	0	0	33	17	67	33	133	67
Actual	1	0	1	0	4	0	4	6	3	3
Difference from Projected	1	0	1	0	-29	-17	-63	-27	-130	-64
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		0		23		45	
Actual	2		3		8		14		n/a	
Difference from Projected	-2		3		8		-9		n/a	

The MS in Information Science at CU Boulder obtained approval from the CU Board of Regents in 2014. The degree had no enrolled students until 2019 because initially, the department chose not to admit directly into the degree but rather to use the MS as a degree along the way to a PhD. However, the degree has recently shifted back to its original intent. The department launched a bachelor's-accelerated master's in 2021 and admitted students directly into the MS in 2022. Because of the shifts in degree intent in the past few years, actual enrollments are on about a three-year lag behind projected enrollments.

Arts of the Americas, PhD

CU Board of Regents Approved: June 2017

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	1	1	3	1	5	1	7	1	7	1
Actual	0	1	2	0	2	0	2	0	2	0
Difference from Projected	-1	0	-1	-1	-1	-1	-5	-1	-5	-1
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		0		2		2	
Actual	0		0		0		0		n/a	
Difference from Projected	0		0		0		-2		n/a	

The expected lag between first term enrollment and degree completion is four years. The Department of Art & Art History will be undergoing program review in 2025 and will need to make a case for the continuance of the PhD in Arts of the Americas degree in light of non-

increasing enrollments so far. The cost of this degree is low given that the students take courses that are already being offered for the department's MA degree; no new faculty were hired or will be hired to staff the PhD degree.

Journalism Entrepreneurship, MA

CU Board of Regents Approved: November 2017

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	7	3	18	7	31	12	38	15	41	17
Actual	5	5	0	1	0	0	0	0	n/a	n/a
Difference from Projected	-2	2	-18	-6	-31	-12	-38	-15	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		10		15		18	
Actual	0		7		1		n/a		n/a	
Difference from Projected	0		7		-9		n/a		n/a	

This professional master's degree in Journalism Entrepreneurship has not been viable due to loss of faculty personnel and shifting priorities in the College of Media, Communication and Information, and no new students are being recruited or enrolled. We are analyzing this degree for potential discontinuance.

Interdisciplinary Studies, BA

CU Board of Regents Approved: June 2018

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	20	5	38	10	53	13	63	16	68	17
Actual	3	0	0	1	1	1	0	0	0	0
Difference from Projected	-17	-5	-38	-9	-52	-12	-63	-16	-68	-17
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		2		5		11		18	
Actual	0		0		1		0		n/a	
Difference from Projected	0		-2		-4		-11		n/a	

The BA in Interdisciplinary Studies degree was designed to give students who had completed most of their undergraduate degree requirements a chance to complete their degrees. The campus suspended enrollments in this degree and is reviewing this degree for

potential discontinuance. CU Boulder shifted to offer "Last Mile" courses for students to complete their undergraduate degrees; this approach is proving successful.

Biomedical Engineering, BS

CU Board of Regents Approved: June 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	60	30	113	57	160	80	203	102	203	102
Actual	80	29	112	44	183	57	239	91	n/a	n/a
Difference from Projected	20	-1	-1	-13	23	-23	36	-11	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		10		15		80		80	
Actual	0		0		10		n/a		n/a	
Difference from Projected	0		-10		-5		n/a		n/a	

The BS in Biomedical Engineering degree met enrollment projections for Year 1. Year 2 enrollments for non-resident students were 13 students below projections, but Year 3, enrollments improved, and Year 4 saw the degree close to meeting projections for non-residents and exceeding projections for residents. Degrees awarded are lagging projections but saw a significant jump from Year 2 to Year 3.

Biomedical Engineering, MS

CU Board of Regents Approved: June 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	3	7	10	12	11	15	13	17	16	18
Actual	4	3	4	5	3	3	9	6	n/a	n/a
Difference from Projected	1	-4	-6	-7	-8	-12	-4	-11	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		10		12		14		16	
Actual	1		10		11		n/a		n/a	
Difference from Projected	1		0		-1		n/a		n/a	

The MS in Biomedical Engineering degree has lagged behind enrollment projections for Years 1, 2, 3, and 4, but enrollment in Year 4 saw a significant and encouraging rise. Degrees completed have equaled projections in all years so far. The expenses for this

interdisciplinary degree are low since the instruction duplicates courses offered for the PhD degree and draw from courses already being offered by other departments.

Biomedical Engineering, PhD

CU Board of Regents Approved: June 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	2	6	8	8	14	10	20	12	26	14
Actual	0	3	8	8	8	8	16	10	n/a	n/a
Difference from Projected	-2	-3	0	0	-6	-2	-4	-2	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		0		0		8	
Actual	0		2		1		n/a		n/a	
Difference from Projected	0		2		1		n/a		n/a	

The expected lag between first term enrollment and degree completion is four years. The PhD degree in Biomedical Engineering has lagged behind enrollment projections for Years 1 and 3, but enrollments in Year 2 were at the projected number, and enrollment for Year 4 has begun to catch up with projections again. Degree completions have been on track. Enrollments in a small PhD degree can vary significantly from year to year based on recruiting success in a given year.

Outdoor Recreation Economy, MS

CU Board of Regents Approved: June 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	22	28	42	68	71	108	88	132	90	135
Actual	5	5	11	16	16	33	n/a	n/a	n/a	n/a
Difference from Projected	-17	-23	-31	-52	-55	-75	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		40		52		65	
Actual	0		0		n/a		n/a		n/a	
Difference from Projected	0		0		n/a		n/a		n/a	

For the MS in Outdoor Recreation Economy, students may enroll in certificates before enrolling in the degree, so there is an expected lag in degree enrollment. In addition, students may enroll at different intervals throughout the academic year, so Fall semester census is not an accurate gauge of degree enrollment.

The MS degree is working with Continuing Education to improve marketing and conversion of certificate-seeking students to degree-seeking students, and the increased enrollments in Year 3 are a reflection of these efforts. However, this may be another case where the "success" of a professional master's degree that is based on stackable certificates may need to be judged according to certificate completion rather than degree completion.

Data Science, MSDS - Coursera delivery

CU Board of Regents Approved: June 2020

ENROLLMENT (Fall Census)	Year 1	Year 2	Year 3	Year 4	Year 5
Projected	249	574	965	1366	1554
Actual	85	85	434	n/a	n/a
Difference from Projected	-164	-489	-531	n/a	n/a
DEGREES (FY)	Year 1 (19-20)	Year 2 (20-21)	Year 3 (21-22)	Year 4 (22-23)	Year 5 (23-24)
Projected	0	7	75	112	120
Actual	3	62	n/a	n/a	n/a
Difference from Projected	3	55	n/a	n/a	n/a

Note, residency classification for Coursera-based degrees is neither resident nor nonresident, and all students pay the same tuition; consequently, enrollment data is not split by resident and non-resident status.

This MSDS in Data Science is an asynchronous online degree offered through the Coursera platform. Students can enroll in the degree after successfully completing individual courses. Degree enrollments thus lag course enrollments. Course enrollments are higher than projected at this time, and in fact by Year 2, the degree was already revenue-positive.

As with other professional online master's degrees where students can enroll in single courses or in certificates without enrolling in the entire degree, we may need to recalibrate "success" to include measures other than degree attainment. Nonetheless, we are pleased that enrollments in the degree continue to increase, and it is also notable that degree completion as of Year 2 was already higher than expected.

Data Science, MS – Residential

CU Board of Regents Approved: June 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	18	19	38	38	49	49	59	58	73	68
Actual	0	54	12	121	23	222	n/a	n/a	n/a	n/a
Difference from Projected	-18	35	-26	83	-26	173	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		27		38		47		55	
Actual	0		43		n/a		n/a		n/a	
Difference from Projected	0		16		n/a		n/a		n/a	

The MS in Data Science is taught in-person on the Boulder campus. For Years 1, 2, and 3, non-resident enrollment has more than doubled projections, offsetting resident enrollments which have lagged expectations. However, degrees awarded are exceeding projections.

There is also a planned option to deliver this degree online through the Canvas Learning Management System to complement the in-person variation and the asynchronous Coursera-based variation. We are delaying implementation of the Canvas-based/online option due to the popularity of the other variations and the consequent need to devote faculty time and resources to planning and teaching those two other variations. When the Canvas-based/online option launches, enrollment data will be included in this report.

Teacher Leadership, MA

CU Board of Regents Approved: June 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	0	0	21	1	55	3	103	5	128	7
Actual	1	0	1	0	0	0	n/a	n/a	n/a	n/a
Difference from Projected	1	0	-20	-1	-55	-3	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		0		13		23	
Actual	1		5		n/a		n/a		n/a	
Difference from Projected	-1		5		n/a		n/a		n/a	

The Teacher Leadership MA degree was developed in response to the "Moon Shot" call by the Board of Regents for a \$15,000 online master's degree. For this degree, students may enroll in certificates before enrolling in the degree, so there is an expected lag in degree enrollment. In addition, students may enroll at different intervals from the standard semester and most students are enrolled during the summer when K-12 institutions are on summer break, so Fall semester census is not an accurate gauge of degree enrollment.

Still, the lack of degree-seeking students and the low numbers of certificate-seeking students are both of significant concern given the high costs vs. revenue of delivering this degree. The degree is working with Continuing Education to improve marketing and conversion of certificate-seeking students to degree-seeking students. We will need to reevaluate the viability of this degree if we do not see improved enrollments and signs of further upward trajectory in 2024-25.

Corporate Communication, MA

CU Board of Regents Approved: June 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	11	3	34	9	42	10	46	12	46	12
Actual	10	9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	-1	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		24		53		64	
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 following CU Boulder degrees have been approved by the Regents but have planned delayed starts for Fall 2024. Data will be available in next year's report.

- **Engineering Education, PhD** - Approved in April 2023
- **Robotics, MS** - Approved in June 2023
- **Robotics, PhD** - Approved in June 2023
- **Education Studies, BA** - Approved in June 2023
- **Middle an High School Teaching, BA** - Approved in September 2023

University of Colorado Colorado Springs

Human Services, BA

CU Board of Regents Approved: February 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	26	0	68	0	128	3	178	10	228	19
Actual	27	1	64	6	95	5	91	4	95	9
Difference from Projected	1	1	-4	6	-33	2	-87	-6	-133	-10
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		15		20		25	
Actual	3		15		30		35		n/a	
Difference from Projected	3		15		15		15		n/a	

The BA in Human Services has not met its enrollment projections for the past several years; however, degrees awarded have exceeded expected projections in Years 1 through 4.

Reasons that enrollment has not grown as expected include:

1. An overall decrease across our campus in enrollment due to the COVID pandemic.
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. The BSW is meeting its goals and beyond.
3. There is a military emphasis area in the BA in Human Services, and often students from the Academy Military Training (AMT) certificate program inquire about completing their BA in Human Services. However, they have shared that 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 were several courses offered in-person only, and this may present a barrier to some students.

To address these factors and other potential barriers to choosing the BA in Human Services the following strategies have been implemented:

- The Assistant Dean, Student Resource Office, and faculty developed a comprehensive recruitment and retention plan that includes more education about the field of Human Services and the possible career paths that exist. This effort includes marketing the addiction studies emphasis in Human Services to Social Work, Nursing, Psychology, and Criminal Justice majors.
- An online pathway was developed for students interested in completing the upper division courses for the BA in Human Services fully online.
- More faculty have been hired to devote time, expertise, and support to students in the BA in Human Services, especially in the emphasis areas of addictions and military. These faculty include: a Clinical Instructor/Field Experience Director, an Instructor with experience in addictions counseling, and an Instructor with military experience.
- The degree received accreditation from the Council for Standards in Human Service Education (CSHSE). We believe this will attract more students by having a nationally accredited degree. We are hopeful that the greater name recognition and efforts to highlight more established emphasis areas will attract students to the degree.
- Military affiliated students are eligible to receive a university scholarship.

The Pro Forma is reviewed each year and resources appropriated to the degree are reduced as appropriate based on actual enrollment in the degree.

Social Work, BSW

CU Board of Regents Approved: April 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	30	5	69	8	90	10	131	15	158	17
Actual	53	6	114	10	133	15	150	15	n/a	n/a
Difference from Projected	23	1	45	2	43	5	19	0	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		5		10		20		30	
Actual	0		7		35		n/a		n/a	
Difference from Projected	0		2		25		n/a		n/a	

Social Work, MSW

CU Board of Regents Approved: April 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	30	0	67	1	83	2	95	3	103	5
Actual	27	3	64	7	82	5	111	7	n/a	n/a
Difference from Projected	-3	3	-3	6	-1	3	16	4	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		24		32		36		47	
Actual	0		22		34		n/a		n/a	
Difference from Projected	0		-2		2		n/a		n/a	

Digital Media, BI

CU Board of Regents Approved: September 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR +WUE*	Res	NR +WUE	Res	NR +WUE	Res	NR +WUE	Res	NR +WUE
Projected	5	0	8	1	11	3	12	5	14	6
Actual	3	0	17	3	33	3	40	10	43	6
Difference from Projected	-2	0	9	2	22	0	28	5	29	0
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		2		8		12	
Actual	0		2		2		6		n/a	
Difference from Projected	0		2		0		-2		n/a	

*WUE stands for "Western Undergraduate Exchange" which is regional interstate program that discounts the out-of-state tuition rates for non-resident students. Students with the WUE tuition rate pay less than regular non-residents but more than residents. For the purposes of the new degree data tables, WUE and non-resident students are collapsed together - there are very few WUE students in the projections.

Human Physiology and Nutrition, BS

CU Board of Regents Approved: February 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	50	2	90	6	140	14	180	30	220	48
Actual	45	11	116	35	126	32	159	36	n/a	n/a
Difference from Projected	-5	9	26	29	-14	18	-21	6	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		20		32		44	
Actual	0		3		10		n/a		n/a	
Difference from Projected	0		3		-10		n/a		n/a	

*WUE stands for "Western Undergraduate Exchange" which is regional interstate program that discounts the out-of-state tuition rates for non-resident students. Students with the WUE tuition rate pay less than regular non-residents but more than residents. For the purposes of the new degree data tables, WUE and non-resident students are collapsed together - there are very few WUE students in the projections.

Resident enrollment for the BS in Human Physiology and Nutrition is 12% under projections in Year 4 of the degree. This outcome is partially offset by non-resident enrollment being 20% above projections. Total enrollment for Year 4 is 7% under projections. Based on the original Pro Forma assumptions, the financial impact of the reduction in overall enrollment (21 fewer resident, 6 more non-resident) has been reflected by the concurrent reduction in resources appropriated to the degree. Most importantly, this degree has capacity to expand beyond projections. Marketing this specific degree has been identified as a top priority. Our team is currently working on a direct mailing campaign targeting prospective pre-med/biomedical science students for which this major was designed.

For the degrees awarded data, students who have graduated in Year 3 of the degree are largely representative of students who have changed majors within or transferred into UCCS. Years 4 and 5 data are necessary before graduation rates can be calculated due to the time it takes students to progress through their degrees.

Business Administration, DBA

CU Board of Regents Approved: April 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	6	4	14	11	24	21	28	27	30	30
Actual	9	6	14	4	12	4	n/a	n/a	n/a	n/a
Difference from Projected	3	2	0	-7	-12	-17	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		10		15		20	
Actual	0		0		n/a		n/a		n/a	
Difference from Projected	0		0		n/a		n/a		n/a	

The DBA has experienced a challenging start due to degree leadership transition and marketing efforts. We paused admissions to the degree for Fall 2023 to address these issues, garner additional faculty support, and build upon the foundation set in place. This pause in the degree has offset our progress to the 5-year capacity of the degree. At this time, we have 12 resident and 4 non-resident students in the degree and had predicted 20 (10R, 10NR) to start this past fall. We are currently taking applications for the Fall 2024 semester cohort and anticipate graduating our first cohort next year. With the conferring of degrees and a strong direction for the future of the degree, we estimate we are likely 1-2 years behind schedule of the Pro Forma. We anticipate a new cohort of 8 in the Fall (5R, 3NR), with a total of 22 students.

Based on our ability to support DBA students through the degree progression, we anticipate a maximum of 35 students in the degree at any given time rather than the 60 that was originally projected. The Pro Forma is reviewed each year and resources appropriated to the degree are reduced based on actual enrollment in the degree.

Computer Science, BA

CU Board of Regents Approved: April 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	30	4	61	10	93	18	126	29	150	36
Actual	19	1	71	6	101	9	120	11	n/a	n/a
Difference from Projected	-11	-3	10	-4	8	-9	-6	-18	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		0		10		35	
Actual	0		2		9		n/a		n/a	
Difference from Projected	0		2		9		n/a		n/a	

*WUE stands for "Western Undergraduate Exchange" which is regional interstate program that discounts the out-of-state tuition rates for non-resident students. Students with the WUE tuition rate pay less than regular non-residents but more than residents. For the purposes of the new degree data tables, WUE and non-resident students are collapsed together - there are very few WUE students in the projections.

Some of the lag in headcount enrollment for the BA in Computer Science may be due to launching it during COVID when enrollments were down across the nation. While we were able to recover from that in Years 2 and 3, enrollment growth slowed in Year 4. Non-resident students are significantly lagging without clear reason why. However, degrees awarded data are exceeding projections for Years 2 and 3. While the College of Engineering and Applied Science does host recruiting events for local students, the admissions office has primary responsibility for recruitment of non-resident students. In addition, during the 2022-23 admissions cycle, there were some software issues that may have slowed down the admissions process and could have also hurt our headcount.

The Pro Forma is reviewed each year and resources appropriated to the degree are reduced based on actual enrollment in the degree.

Technical Communication & Information Design, BA
CU Board of Regents Approved: April 2020

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	40	4	68	10	80	16	95	26	101	34
Actual	12	0	24	1	35	3	41	3	n/a	n/a
Difference from Projected	-28	-4	-44	-9	-45	-13	-54	-23	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		5		12		19		22	
Actual	2		6		8		n/a		n/a	
Difference from Projected	2		1		-4		n/a		n/a	

*WUE stands for "Western Undergraduate Exchange" which is regional interstate program that discounts the out-of-state tuition rates for non-resident students. Students with the WUE tuition rate pay less than regular non-residents but more than residents. For the purposes of the new degree data tables, WUE and non-resident students are collapsed together - there are very few WUE students in the projections.

Due to the timing of the approval of the BA in Technical Communication & Information Design (TCID), the degree was not added to the catalog until the 2021-2022 year, which shows in the Year 1 enrollment data. Enrollments during the first years were also impacted by lower overall enrollment at UCCS during the pandemic and the impact of lower enrollments at Pikes Peak State College where we have a transfer articulation.

Turnover in leadership and faculty also has impacted enrollment efforts. In July 2023, the director/chair left for another institution and a full-time faculty member retired. We have been in the process this year of hiring a new chair to direct and manage TCID, and another full-time faculty member to help with course offerings and enrollment.

Lastly, TCID became a department in October of 2023. The department status has helped make TCID more visible across campus, as a stand-alone department in the College of Letters, Arts & Sciences, and also nationally. The TCID department has thus taken multiple steps to remediate enrollment, resulting in an increase 10 TCID majors at the end of term 2023.

The Pro Forma is reviewed each year and resources appropriated to the degree are reduced as appropriate based on actual enrollment in the degree.

Inclusive Early Childhood Education, BA

CU Board of Regents Approved: February 2021

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	45	4	75	8	111	11	135	18	162	20
Actual	36	2	68	9	80	2	n/a	n/a	n/a	n/a
Difference from Projected	-9	-2	-7	1	-31	-9	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		12		28		33		35	
Actual	0		12		n/a		n/a		n/a	
Difference from Projected	0		0		n/a		n/a		n/a	

The BA in Inclusive Early Childhood Education (IECE) did not meet enrollment projections for Year 3. The pandemic impeded our ability to market and recruit from targeted student populations. A new state-wide transfer articulation agreement has been approved which should facilitate a more seamless transfer from 2-year degrees to the 4-year degree at UCCS. Our degree relies heavily on transfer students and is structured as 2+2 degree; therefore, we are hopeful that the articulation agreement will have a positive impact on enrollment in this degree.

We also now have 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 and attract more students. We developed 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. As the word gets out about the apprenticeship, scholarships, and stipends, we expect to meet our projected numbers. Most recently, one of our faculty members appeared in a Communique publication regarding the impact of scholarships specific to this degree. We are hopeful that these efforts will increase the enrollments in the IECE degree.

We anticipate the projections for Years 4 and 5 will be met with the universal Pre-K initiatives in the state and the need for more professionals, as well as through designation for military spouses to continue their education. In terms of financial impact, the Pro Forma is reviewed each year and resources appropriated to the degree are reduced based on actual enrollment in the degree.

Aerospace Engineering, BS

CU Board of Regents Approved: February 2022

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	37	3	64	6	101	9	134	11	161	14
Actual	29	4	53	7	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	-8	1	-11	1	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		15		20		30	
Actual	0		n/a		n/a		n/a		n/a	
Difference from Projected	0		n/a		n/a		n/a		n/a	

The BS in Aerospace Engineering (BSAE) was approved late in the admissions cycle which prevented marketing of the degree prior to its implementation. That slow start is probably the most influential factor in the degree not meeting its forecast numbers. During the 2022-23 admissions cycle, there were some software issues that may have slowed down the admissions process and negatively impacted our headcount. We are optimistic about the current growth trend despite these two process issues. The Pro Forma is reviewed each year and resources appropriated to the degree are reduced based on actual enrollment in the degree.

Music, BA

CU Board of Regents Approved: February 2022

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	5	0	11	1	13	2	15	2	18	2
Actual	16	1	40	5	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	11	1	29	4	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		5		10		10		15	
Actual	1		n/a		n/a		n/a		n/a	
Difference from Projected	1		n/a		n/a		n/a		n/a	

University of Colorado Denver

Computer Science, BA

CU Board of Regents Approved: April 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	18	2	49	6	70	9	90	11	109	14
Actual	34	1	112	8	172	13	215	14	232	23
Difference from Projected	16	-1	63	2	102	4	125	3	123	9
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		20		25		30		38	
Actual	3		18		45		58		n/a	
Difference from Projected	3		-2		20		28		n/a	

Construction Management, BS

CU Board of Regents Approved: November 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	10	0	25	2	40	5	49	7	51	8
Actual	6	2	21	3	39	2	47	1	n/a	n/a
Difference from Projected	-4	2	-4	1	-1	-3	-2	-6	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		5		10		17	
Actual	0		1		7		n/a		n/a	
Difference from Projected	0		1		2		n/a		n/a	

See narrative below next table.

Construction Engineering & Management, BS

CU Board of Regents Approved: November 2019

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	5	0	15	0	23	2	29	4	30	5
Actual	2	0	13	1	14	3	14	2	n/a	n/a
Difference from Projected	-3	0	-2	1	-9	1	-15	-2	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		3		5		10		11	
Actual	0		1		4		n/a		n/a	
Difference from Projected	0		-2		-1		n/a		n/a	

The Construction Management BS (CMGT) and the Construction Engineering & Management BS (CEMT) were approved in 2019 and enrollment in both degrees began in fall 2020. The degrees are off to a strong start with enrollments and graduations close to projections. Furthermore, these degrees are attracting a disproportionately high number of minority students typically underrepresented in STEM.

While enrollments are slightly below projections, there are 14 undeclared students who have expressed strong interest in majoring in either CMGT or CEMT. Students who have expressed interest in the past have matriculated into our construction degrees with high numbers. "Expressing interest" means that students have met with our construction program advisor and/or faculty and directly expressed interest and have taken one or more construction courses.

Countering this positive signal is a concern that we will lose potential students to the Colorado School of Mines new construction engineering degree. We are working to set ourselves apart by articulating the differentiated value of our degrees which include interdisciplinarity in the curriculum, strong industry connections including a required internship, the diversity of our student body, and a strong emphasis on cutting edge technology.

An important milestone for both our CMGT and CEMT degrees is that we went through the ABET review process this academic year. While the results won't be formally released until August or September 2024, we are confident that we are going to receive full accreditation (6 years).

Overall, both of these degrees are off to a positive start. We hope to invest in marketing, which should further strengthen enrollment. Additionally, degree expenses are mitigated by the fact that many courses are applicable to both degrees.

Cybersecurity, BS

CU Board of Regents Approved: November 2021

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	19	1	68	6	104	11	132	15	152	18
Actual	37	7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	18	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		19		32		36	
Actual	n/a		n/a		n/a		n/a		n/a	
Difference from Projected	n/a		n/a		n/a		n/a		n/a	

Public Policy, MPP

CU Board of Regents Approved: November 2021

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	5	1	10	2	18	3	22	3	29	4
Actual	12	2	28	7	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	7	1	18	5	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		6		6		8	
Actual	0		n/a		n/a		n/a		n/a	
Difference from Projected	0		n/a		n/a		n/a		n/a	

Integrated Studies, BA/BS

CU Board of Regents Approved: February 2022

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	35	5	67	10	71	11	74	12	74	12
Actual	12	3	17	2	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	-23	-2	-50	-8	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		0		37		37		41	
Actual	0		n/a		n/a		n/a		n/a	
Difference from Projected	0		n/a		n/a		n/a		n/a	

The Integrated Studies degree was developed from a track in the prior College of Liberal Arts and Sciences Interdisciplinary Studies major. While degrees awarded have met projections in the first year, enrollments in the BA/BS are lagging projections. A new marketing push in collaboration with University Communications and re-development of the degree website is expected to revitalize interest in the new major.

Data Science, BS

CU Board of Regents Approved: April 2022

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	21	4	53	9	76	13	105	18	136	22
Actual	5	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	-16	-3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		18		14		17		27	
Actual	n/a		n/a		n/a		n/a		n/a	
Difference from Projected	n/a		n/a		n/a		n/a		n/a	

Enrollment in the cross-college interdisciplinary BS in Data Science is below enrollment projections for the new degree. There are several reasons for this. The Data Science BS is a complex degree involving numerous departments and colleges, requiring extensive coordination through a program director. A search for a program director for the Data Science degree was completed near the end of the fall 2022 semester; the new director started their position in early January 2023. Since then, the program director has been working to shore up needed infrastructure across multiple departments to ensure the success of the degree.

There is campus awareness of the need to market this as a new degree launch this academic year due to the slower than anticipated start. We expect continued growth and interest in this degree over the coming years as newly streamlined course options and marketing take hold.

Entrepreneurship, MS

CU Board of Regents Approved: June 2022

ENROLLMENT (Fall Census)	Year 1 19-20	Year 1 19-20	Year 2 20-21	Year 2 20-21	Year 3 21-22	Year 3 21-22	Year 4 22-23	Year 4 22-23	Year 5 23-24	Year 5 23-24
	Res	NR	Res	NR	Res	NR	Res	NR	Res	NR
Projected	10	5	20	10	26	13	32	15	34	17
Actual	2	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Difference from Projected	-8	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DEGREES (FY)	Year 1 (19-20)		Year 2 (20-21)		Year 3 (21-22)		Year 4 (22-23)		Year 5 (23-24)	
Projected	0		10		14		17		21	
Actual	n/a		n/a		n/a		n/a		n/a	
Difference from Projected	n/a		n/a		n/a		n/a		n/a	

For the new MS degree in Entrepreneurship, there were some challenges with the launch related to student recruitment. At the start of the Fall 2023 semester, 21 students were enrolled. As the semester progressed, two students dropped out, and three decided to defer to Spring 2024. Two additional students decided to defer right before the census date of the first fall term, and two more did the same just prior to the census date of the second fall term. Of course, we are in conversations with these students to determine the reasoning behind their decisions to ensure we are proactive in recruiting and retaining students in future terms.

The good news is that as of Spring 2024 census we have 18 students enrolled in the degree which could put us on track to meeting our projected enrollments next academic year. We are intensifying marketing, including a webinar where the program director will personally be meeting prospects.

Several students interested in the MS degree are taking one or two classes to try it out before enrolling despite the fact that the degree is stackable. Our overall graduate enrollment, which includes MBA specialization and non-degree students, increased fall to fall.

For the MS in Entrepreneurship, all or nearly all classes are also offered for the MBA specialization, so students in the MS are incremental. Students can pursue the core certificate without being admitted to the MS. Our graduate entrepreneurship program is cash flow positive, and we are finding that delineation of who is an MS student vs who is interested in the MS but registering first for the certificate (or just taking classes and expecting a certificate) is unclear. Overall graduate enrollments are growing, which is the relevant metric.

Importantly, there is positive momentum in the community and across CU campuses with other campuses interested in this stackable model. Marketing efforts toward the MS degree are having a broader impact (donor interest and community interest). Advisors and mentors are more engaged, and we are attracting business leaders interested in getting involved. The CU Denver School of Public Affairs is interested in pursuing a dual MS degree. We believe the interest and momentum will be beneficial for the degree and result in future enrollments.