

Fall 09 Enrollment

Boulder	30,659
Colorado Springs	8,464
Denver	14,029
Anschutz	3,159

Fall 09 Faculty**Instructional Faculty****Tenured & Tenure Track**

Boulder	1,089
Colorado Springs	228
Denver	349
Anschutz	1,229

Non-Tenure Track

Boulder	1,001
Colorado Springs	155
Denver	657
Anschutz	721

Research Faculty/Academic Research Staff & Public Service Faculty

Boulder	1,309
Colorado Springs	41
Denver	84
Anschutz	1,706
Denver/Anschutz	19

FY 09 Degrees Awarded

Boulder	7,010
Colorado Springs	1,765
Denver	3,088
Anschutz	936

FY 09 Research Awards

Boulder	\$339.7 M
Colorado Springs	\$8.7 M
Denver	\$22.8 M
Anschutz	\$342.4 M



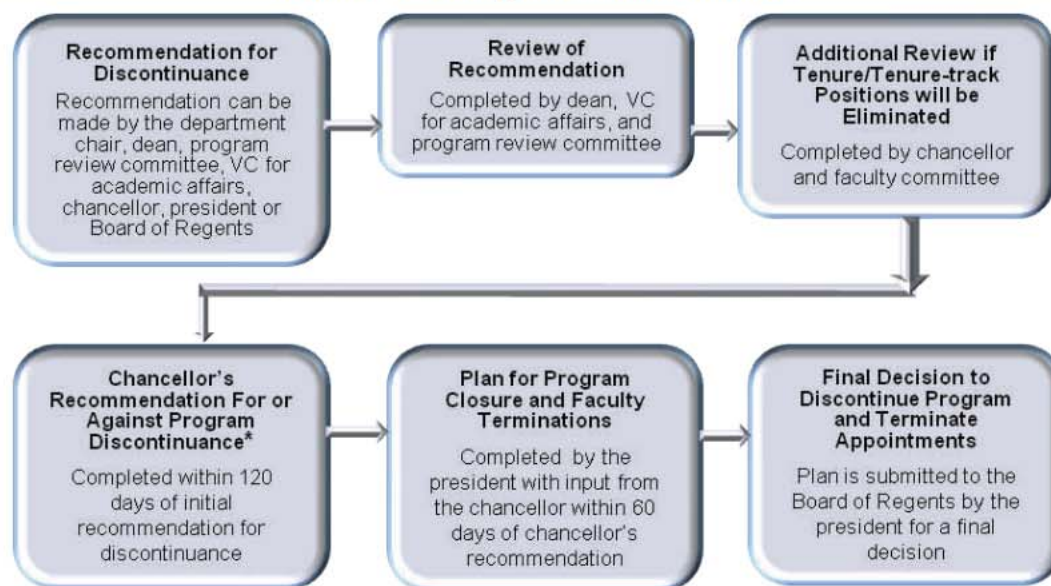
Academic Affairs Highlights

University of Colorado: Program Discontinuance

Regent Policy on Program Discontinuance

As stated in Regent Policy 4-H, "Program discontinuance is the formal termination of a degree program, department or division of instruction, school or college, or other program unit by the Board of Regents for educational reasons, strategic realignment, resource allocation, budget constraints, or combinations of educational strategies and financial reasons." The process, which may be initiated at any level, is also defined by board policy, and requires input from multiple stakeholder groups. (See chart below.)

All academic programs undergo a review every 5 to 7 years that highlights program strengths and points out weaknesses that departments are required to address and report on in each of the following three years. Many programs also undergo accreditation by professional organizations, and the two types of reviews are coordinated whenever possible to save on costs. The regular program review or accreditation process may lead to a recommendation for discontinuance based on the perception that the program is no longer congruent with student demand or campus mission, but such recommendations are more often a result of a campus review of low-demand programs (see page 2).

Process for Program Discontinuance

* If the chancellor recommends program discontinuance, the discussion proceeds to the next level. If he or she recommends against program discontinuance, the process stops there, unless the original recommendation came from the president or board, in which case the discussion proceeds to the next level.

How Board Members Help Campus Leaders

While campus leaders are the primary drivers of the initial decisions to close programs, boards have important roles to fulfill that can advance the efforts. As noted by Peter D. Eckel (Trusteeship Magazine, "Closing Academic Programs – Pitfalls and Possibilities," 18(1), 2010), board members have an essential role in supporting and advancing the decision to close programs; helping to make a clear and compelling case for why the discontinuance is inevitable; collaborating with campus leaders to craft a legitimate and respected process; helping deflect pressure from external stakeholders such as alumni, donors, corporate partners and community groups; ensuring that the concerns of the affected faculty and staff are compassionately noted; and working with senior campus administrators to ensure that program discontinuance is the right step for the campus.

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Campus Role and Mission Statements

Boulder

"shall be a comprehensive graduate research university with selective admissions standards. The Boulder campus of the university of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs..."

Colorado Springs

"shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs..."

Denver

"shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, master's, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area..."

Anschutz

"shall offer specialized baccalaureate, first-professional, master's, and doctoral degree programs in health-related disciplines and professions. It shall be affiliated with the University of Colorado Hospital and other health care facilities that offer settings for education, clinical practice, and basic and applied research..."

Discontinued Programs 1997-2009

Campus	Program
Boulder	BA Central and East European Studies (2000)
	BA Latin American Studies (2000)
	BA Individually Structured Major (2000)
	PhD Mathematical Physics (2000)
	BA American Studies (2003)
Colorado Springs	MA American Studies (1997)
	MS Physics (2000)
Denver	BS Applied Mathematics (1999)
	MS Design Studies (1999)
	BS Geology (2002)
	BS German (2002)
Health Sciences/Anschutz	BS Medical Laboratory Sciences (1997)
	BS Pharmacy (1998)
	MS Pharmaceutical Studies (1999)
	MS Pathology (1999)
	MS Medical Physics (2006)
	BS Dental Hygiene (2009)

A recent analysis by the Chronicle of Higher Education found that CU-Boulder has the lowest number of small degree programs among the nation's top bachelor's degree-producing universities and that UC Denver has the 5th-lowest number. Small degree programs are defined as those that awarded seven or fewer bachelor's degrees in 2007-08.

"Having a Multitude of Small Academic Programs is Common—but Risky." Jeffrey Brainard. Chronicle of Higher Education, March 28, 2010

Low Demand Programs

Reasons for continuing programs with small numbers of graduates:

- Centrality of the program to the campus mission
- Role of the program in campus or college strategic plans
- Ability of the program to enhance the campus' reputation state and nationwide
- Excellence in teaching/research
- Uniqueness of the program to the state, CU system or local area
- Role in supporting other key programs at the campus

Low graduation thresholds for potential program discontinuance

Degree Program	# of grads (1 yr)	# of grads (3 yr)
Baccalaureate	10	20
Master's	3	5
PhD	1	3

In over 450 of almost 1,200 institutions surveyed, Chemistry, Physics and Math were considered "small programs" due to the low number of degree-seeking students in those programs. However, they offer critical general education courses that students take to satisfy distribution requirements. Both course enrollment and degree enrollment numbers are important to consider.

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Degrees Awarded as a Measure of Productivity

Colorado public universities are remarkably productive when compared with other states throughout the nation, as summarized in a 2009 study carried out by the DELTA Cost Project at NCHEMS. We have lower than average costs per degree awarded and higher than average numbers of graduates.

Colorado ranks 1st in the nation in the number of degrees/certificates awarded per 100 students (adjusted to full-time equivalent on a credit hour basis to account for part-time and full-time students). We award 30/100 students as compared to national average of 23.

Colorado ranks 7th nationally in the % of degrees/certificates awarded in STEM fields: 14.3% as compared to the national average of 11.7%.

Colorado ranks 2nd overall in the lowest amount of total funding (state appropriations plus tuition and fees) per degree/certificate awarded. Our costs are 2/3 of the national average.

Patrick Kelley, NCHEMS, The Dreaded "P" Word: An examination of productivity in public postsecondary education, DELTA Cost Project White Paper Series, July 2009 using data from 2006-2007. Data were weighted by median earnings by award type and level.

Prepared by the University of Colorado Office of Academic Affairs and Office of Institutional Research

Available online at www.cu.edu/content/AcademicAffairsHighlights