

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Post-Audit Reports – University of Iowa
Date: February 9, 2004

Recommended Actions:

1. Receive the Post-Audit Reports from the University of Iowa:
 - a. Master of Public Health
 - b. Bachelor of Science in Applied Physics
2. Refer the post-audit reports to the Interinstitutional Committee on Educational Coordination (ICEC) and the Board Office for review.

Executive Summary:

Regent Policy Regent policy requires that a post-audit report be prepared for each new program five years after initial approval by the Board to: (1) assess its progress during the five-year time period; and (2) ensure that the program is meeting original expectations.

The Regent post-audit process requires institutions to respond to a series of questions outlined in the Policy Manual §6.07. Institutions must begin to collect information when the program is approved by the Board of Regents and during each succeeding year in order to make the post-audit report accurate and informative.

Master of Public Health

Program Description The Master of Public Health (MPH) degree is recognized as the primary professional degree in public health. The MPH program prepares students for practice by instructing them in the core disciplines of public health. Through a variety of subtracks, focus areas, and combined degrees, the MPH program addresses important health issues and allows students to pursue an area of interest in depth.

Appears to be a Viable Program A preliminary review of the post-audit report indicates that the program appears to meet the Board's criteria for post-audit review (Attachment A, pgs. 3-7).

Bachelor of Science in Applied Physics

Program Description This program is intended primarily for students interested in a broad program of study in physics combined with a significant concentration of courses in an applied field that has immediate application to industry. The degree offers four areas of concentration – optics, solid-state electronics, computer science, and medical physics – and provides a foundation for a wide range of employment opportunities in high technology industries.

Appears to be a Viable Program A preliminary review of the post-audit report indicates that the program appears to meet the Board’s criteria for post-audit review although the projected enrollment has not materialized (Attachment B, pgs. 8-11).

Link to Strategic Plan: These reports address the following Key Result Areas (KRAs) and Objectives in the Board’s current Strategic Plan:

KRA 1.0.0.0	Become the best public education enterprise in the United States.
Objective 1.1.0.0	Improve the quality of existing and newly created educational programs.
KRA 2.0.0.0	Provide access to educational, research, and service opportunities within the missions of the Regent institutions.
Objective 2.2.0.0	Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Analysis: Following referral by the Board, a comprehensive review of the post-audit reports will be undertaken by the Interinstitutional Committee on Educational Coordination (ICEC) and the Board Office.


Diana Gonzalez

Approved: 
Gregory S. Nichols

6.07 Post-Audit of New or Expanded Programs:

MASTER OF PUBLIC HEALTH (MPH) PROGRAM

1. Is this program now available in other colleges and universities in Iowa? Where? Describe need for program.

The MPH program is available at Des Moines University in three areas – health care administration (emphasizes preparation of nursing administrators/SUI program does not have that emphasis); health education (focuses on preparation of community health educator specialists/some overlap but SUI does not have that as a primary focus); and generalist (also offered by SUI/SUI focus is on cross discipline programs). Des Moines University also offers a dual MHA/MPH degree (DMU target audience is part-time professionals/SUI programs attract typical graduate students). The MPH program is not available at any other Regent university in Iowa as a stand-alone degree program. However, it is possible for students enrolled in the DVM program at Iowa State University to obtain the SUI-offered MPH program as a dual degree with the DVM, a hybrid intra-regental dual degree program.

2. Date program was approved by Board of Regents and date program was implemented.

The program was approved in December 1998 and implemented in July 1999.

3. Projected Enrollments:

a. List actual headcount enrollments and credit hours generated by majors and nonmajors in this program for the last five years and estimate these items for the next three years.

	Actual					Estimated		
	Year 1	Year 2	Year 3	Year 4	Current	Next	Second	Third
Undergrad. Major	NA	NA	NA	NA	NA	NA	NA	NA
Undergrad. Non-Major*	0	0	0	2	6	10	15	20
Grad. Major	22	45	62	65	83	100	120	140
Grad. Non-Major*	0	0	0	5	20	30	45	65

*Public Health Certificate Program (12 semester-hour program that can be taken as graduate or undergraduate. Some of these students will use credit hours from this certificate to go on to obtain an MPH.

Credit Hour Generation for Majors:

	Actual					Estimated		
	Year 1	Year 2	Year 3	Year 4	Current	Next	Second	Third
Credit Hours (Majors)	363	801	673	1,034	1,320	1,558	1,781	2,003

- b. How many dropouts of this program can be identified over the last five years? What reasons were given for leaving the program?

There have been nine students drop the degree program in the past five years. Reasons have been – switched to different major or dropped dual degree which was MPH, took position out of area, pregnancy, employment workload, enrolled in medical school or in a medical residency, and returned to native country for financial reasons.

4. What have been the employment (placement) experiences of any graduates of this program?

- a. List the number of graduates (completions) by year.

Year 1 1999-2000	Year 2 2000-2001	Year 3 2001-2002	Year 4 2002-2003
5	10	20	13

- b. What has been the success rate for graduates with respect to certification and/or licensure, if applicable?

Not applicable.

- c. How many undergraduate completers of the program have been accepted into graduate study programs?

Not applicable because we do not have an undergraduate degree program (major).

- d. What has been the success rate for obtaining jobs for graduates of the program:

After Graduation	Number	Percent
Pursued additional educational opportunities	10	20.8
Employed in field or related field	38	79.2
Employed in non-related field	0	0
Unemployed	0	0

e. What has been the success rate for obtaining the preferred first job in the field by graduates of the program?

One hundred percent of 20 MPH graduates who answered this question on a post-graduation survey indicated the position they took after graduation was their first choice. Thus, the actual percentage for the total group of graduates who sought employment would likely be above 90%. Several of our graduates were already employed and remained in positions they already held.

5. Has this program been unconditionally accredited? By whom? If not, why, and when is such accreditation anticipated?

The accrediting body for programs in public health is the Council on Education for Public Health (CEPH). In 2000, the College of Public Health was first reviewed by CEPH and was awarded pre-accreditation status in October 2000. In 2003, the College of Public Health was reviewed for full accreditation. Based on the fact that all criteria were deemed as being met, we expect to receive full accreditation in October 2003 when the CEPH Council meets to review our self-study and results on the CEPH site visit that took place in April 2003¹.

6. Outline the current FTE staffing of the program and estimate future staffing needs for the next three years.

The MPH degree program is part of the overall Public Health Initiative and the College of Public Health; it is one of 14 degree programs offered by the five departments in the College of Public Health. Faculty from all five departments teach and advise MPH students and students in other degree programs. The College currently employs 74 primary faculty members and continues to be in a growth phase. Support staff have taken on additional responsibilities generated by the MPH program. As of June 30, 2003, the College employed 240 professional and scientific staff, 40 merit staff, and 100 graduate research assistants.

¹ Full accreditation of the College of Public Health, including the MPH program, was granted by the Council on Education for Public Health in October 2003 for seven years.

7. Provide operating budget for proposed program or the unit that houses the program if an individual program budget is not available.

Departments	Faculty Salary & Fringe	All Other Salary & Fringe	General Expenses	Equipment	Computer Service Fees	Totals
Public Health Admin.	\$517,072	\$1,158,177	\$347,964	\$450,827	\$43,308	\$2,517,348
Ctr for Hlth Policy & Research	73,418	56,863	21,231	2,268	1,221	155,001
Ctr for Public Hlth Practice	34,931	29,669	24,644	3,007	1,243	93,494
Ctr for Public Hlth Statistics	25,566	6,816	5,149	17,646	484	55,661
Biostatistics	798,633	253,577	71,104	46,413	13,940	1,183,667
Comm. & Behavioral Health	497,600	128,628	55,198	28,387	8,747	718,560
Epidemiology	622,922	246,616	93,307	43,369	11,643	1,017,857
Health Mgmt & Policy	789,082	232,064	43,927	428	13,601	1,079,102
Occup. & Environ. Health	716,725	313,495	214,613	125,359	14,392	1,384,584
Total College of Public Health	\$4,075,949	\$2,425,905	\$877,137	\$717,704	\$108,579	\$8,205,274

The general education funds budget of \$8,205,000 represents 20% of the total FY 2003 College of Public Health budget (see below):

General Education Funds	\$8.2 million	20%
Other*	\$3.5 million	9%
Non-Federal Grants**	\$2.5 million	6%
Federal Grants	\$25.8 million	65%
Total	\$40.0 million	100%

* Includes special appropriations (State Health Registry of Iowa and Iowa Birth Defects Registry), consulting income, and recharge center revenue.

** Includes private industry grants and gifts.

8. Outline the increases in expenditures that resulted in the adoption of this program, as well as estimate the increases that will occur over the next three years.

	Actual				Estimated			
	Year 1 FY 00	Year 2 FY 01	Year 3 FY 02	Year 4 FY 03	Current Year FY 04	Next Year FY 05	Second Year FY 06	Third Year FY 07
Faculty ²	\$754,272	\$249,968	\$634,042	\$82,516	\$611,392	\$703,101	\$808,566	\$929,851
Grad Asst (Other staff)	\$42,010	\$468,230	\$578,338	\$229,641	\$120,643	\$127,327	\$133,694	\$140,379
General Expense (excluding computer use)	\$130,223	\$167,780	\$148,534	\$127,752	\$(152,137)	\$21,750	\$22,403	\$23,075
Equipment	\$19,230	\$187,986	\$(26,946)	\$470,263	\$(467,704)	\$7,500	\$7,725	\$7,957
Space Needs (amt. & cost of new and/or remodeled)								
Computer use	\$33,623	\$5,798	\$50,754	\$16,941	\$9,421	\$3,540	\$3,646	\$3,756
Other Resources (explain)								
Total	\$979,358	\$1,079,762	\$1,384,722	\$927,113	\$121,615	\$863,218	\$976,034	\$1,105,018

This table represents the increases in general education funds allocations that resulted in the establishment of the College of Public Health, which included the implementation of the MPH program among many new degrees and programs. These expenditures were covered by Public Health Initiative funding and reallocations. The Public Health Initiative funding was used to continue to provide instruction in the core disciplines of public health and develop the MPH program, offer a Certificate in Public Health, establish a new Department of Community and Behavioral Health, expand faculty in four existing departments, develop collegiate outreach programs, and develop an Iowa Community Health Coalition of Iowa public health stakeholders through a Center for Public Health Practice.

² These increases represent new faculty hires during that year.

**6.07 Post-Audit of New or Expanded Programs:
BACHELOR OF SCIENCE IN APPLIED PHYSICS**

1. Is this program now available in other Regent universities or in other colleges and universities in Iowa?

Since we initiated the program, Iowa State has developed an Applied Physics degree. Our understanding is that they currently have only 4-5 majors in the program. UNI has a program that predates ours, and roughly half their majors are in Applied Physics. We believe this reflects both the overall emphasis of UNI's Department and the career aspirations of their students. The status of our program would be more reasonably compared to that at ISU.

2. List actual headcount enrollments and credit hours generated by majors and separately for all others in this program for the last five years and estimate these items for the next three years.

A total of 9 students have been enrolled in the program.

	<u>Actual</u>				<u>Estimated</u>			
	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Current Year</u>	<u>Next Year</u>	<u>Sec Year</u>	<u>Third Year</u>
	1999	2000	2001	2002	2003	2004	2005	2006
Undergraduate								
Majors	0	3	4	4	4	4	6	6
Nonmajors	0	0	0	0	0	0	0	0
Graduate								
Majors	NA	NA	NA	NA	NA	NA	NA	NA
Nonmajors	NA	NA	NA	NA	NA	NA	NA	NA

The enrollment in the Applied Physics program has not yet met the estimates in the original proposal for the degree. In response to this, we have implemented strategies to try to strengthen the program, e.g., developing an improved website and appointing a faculty Director to oversee the program. The new Director has already defined a new pre-med track for the program, is developing modifications to make the available tracks more appealing to students, and is planning approaches for more effectively marketing the degree. We will also be discussing marketing strategies for the degree with our Advisory Board, as the Advisory Board Chair remains an enthusiastic supporter of the degree.

How many dropouts of this program can be identified over the last five years? What reasons were given for leaving the program?

Two students have dropped out of the program. Both of these students changed their major.

3. What have been the employment (placement) experiences of any graduates of this program?

All graduates have enrolled in graduate or professional school.

a. How many students have graduated (completed) this program (by year)?

	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Current Year</u>	<u>Next Year</u>	<u>Sec Year</u>	<u>Third Year</u>
	1999	2000	2001	2002	2003	2004	2005	2006
Undergraduate	0	1	0	2	0	0		

b. What has been the success rate for graduates with respect to certification and/or licensure, if applicable?

Not applicable.

c. How many undergraduate completers of the program have been accepted into graduate study programs?

Three. The fact that the graduates from our Applied Physics program have gone on to professional and graduate programs is largely an indication of the high quality of the handful of students who have chosen this degree option. It is clear that, so far, the original stated goal of the program, i.e., to provide B.S. physics students with a pathway into industry, has not yet materialized, but we believe it is still too early to predict whether this goal is unreachable. It is important to realize that we are just beginning to come out of a multi-year slump in high-tech hiring. Also, within the Department, we have begun to place more emphasis on the success of this program. We hope to have more time to continue the development of this degree option. This degree may be particularly important as we continue to nurture connections with the College of Education, as the Applied Physics degree may provide a natural route for us to develop a 5-year B.S. (Physics)/MAT program with Education.

d. What has been the success rate for obtaining jobs for graduates of the program: 1) in the field or a related field: 2) in non-related fields? 3) unemployed?

Not applicable, all graduates enrolled in graduate or professional school.

e. What has been the success rate for obtaining the preferred first job in the field by graduates of the program?

Not applicable, all graduates enrolled in graduate or professional school.

4. Has this program been fully accredited? If not, why, and when is such accreditation anticipated?

Not applicable. There is no accreditation program for applied physics degrees.

5. Outline the current FTE staffing of the program and estimate future staffing needs for the next three years.

Current Staffing

- o Applied Physics Coordinator – 10% Effort
- o Student Records Clerk – 1 % Effort

Future Staffing

- o Applied Physics Coordinator – 10% Effort
- o Student Records Clerk – 1% Effort
- o UNIX System Administrator – 1 % Effort

	<u>Actual</u>				<u>Estimated</u>			
	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Current Year</u>	<u>Next Year</u>	<u>Sec Year</u>	<u>Third Year</u>
	1999	2000	2001	2002	2003	2004	2005	2006
Faculty	.05	.05	.10	.10	.10	.10	.10	.10
Graduate Assistants (other staff)	0	0	0	0	0	0	0	0
General Expense (excluding computer use)								
Equipment								
Library Resources								
Space Needs (amount & cost of new space and/or remodeled space)								
Computer use – UNIX System Administrator						.01	.01	.01
Other Resources (explain) – Foreman Time	.01	.01	.01	.01	.01	.01	.01	.01
TOTAL	.06	.06	.11	.11	.11	.12	.12	.12

6. Outline the increases in expenditures that resulted from the adoption of this program, as well as estimate the increases, which will occur over the next three years.

	Actual				Estimated			
	Year One	Year Two	Year Three	Year Four	Current Year	Next Year	Sec Year	Third Year
	1999	2000	2001	2002	2003	2004	2005	2006
Faculty	\$3,740	\$3,855	\$6,290	\$6,480	\$6,560	\$6,725	\$6,890	\$7,060
Graduate Assistants (other staff)	0	0	0	0	0	0	0	0
General Expense (excluding computer use)	\$200	\$200	\$200	\$200	\$200	\$200	\$300	\$300
Equipment UNIX WORKSTATION	0	0	0	0	0	\$2,500	0	0
Library Resources	0	0	0	0	0	0	0	0
Space Needs (amount & cost of new space and/or remodeled space)	0	0	0	0	0	0	0	0
Computer use –	0	0	0	0	0	\$678	\$700	\$720
Other Resources (explain)	\$307	\$334	\$356	\$379	\$405	\$417	\$430	\$443
TOTAL	\$4,247	\$4,389	\$6,846	\$7,059	\$7,165	\$10,520	\$8,320	\$8,523

These numbers represent a reallocation of the faculty and staff time that is associated with managing the degree. These assets, which are likely little more than what would otherwise be devoted to these students if they were enrolled in any of our other degree programs, were not accounted for in the original proposal for the degree. The funds allocated for the workstation are intended to strengthen the computer science track within the program.