MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Post-Audit Reports – University of Iowa

Date: May 12, 2003

Recommended Actions:

1. Receive the Post-Audit Reports from the University of Iowa.
2. Refer the post-audit reports to the Interinstitutional Committee on Educational Coordination (ICEC) and the Board Office for review.

Executive Summary:

Regent policy (Policy Manual §6.07) 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. Institutions must begin to collect information when the program is approved and during each succeeding year in order to make the post-audit report accurate and informative. After the Board of Regents approves a program, the requesting institution is reminded to inform appropriate department and college officials of what will be required in the post-audit report.

Bachelor of Science Degree in Environmental Sciences

This program, implemented in Fall 1997, integrates environmental science course offerings in four departments (Biological Sciences, Chemistry, Geography, and Geoscience) in the College of Liberal Arts and Sciences.

- ▣ Currently, there are 78 undergraduate majors; there have been 50 graduates since the program was implemented.
- ▣ All of the faculty members in the program have primary appointments in one of the four participating departments.
- ▣ This program has no operating budget because resources are provided by the four participating departments.
- ▣ No increased expenditures were involved in the adoption of the program and none are projected for the next three years.
- ▣ The enrollment is projected to increase to 80 undergraduate majors by Fall 2003 and remain constant for the next two years.

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, pages 4-8).

Doctoral Program (Ph.D.) in Physical Therapy and Rehabilitation Science

This program, implemented in April 1998, is designed to prepare faculty for advanced teaching, research, and scholarship.

- Applicants must be physical therapists with a professional or advanced master's degree.
- Currently, there are 16 graduate majors; the enrollment is projected to increase to 20 graduate majors within three years.
- Between 1998 and 2002, there were 12 graduates.
- During the first year of the program (1998-99), there were 6.25 FTE tenure-track faculty and 2.77 non-tenure-track faculty. Currently, there are 5.10 tenure-track faculty and 3.66 non-tenure-track faculty. During the next three years, the number of tenure-track faculty is projected to be 7.10 FTE; the number of non-tenure-track faculty is projected to be 4.36 FTE.
- There is no operating budget specifically for this program. Expenditures for the Physical Therapy and Rehabilitation Science Graduate Program (three programs) are $1,901,102 for the current year; they are projected to be $2,074,979 for 2005-06.
- The conversion of the entry-level physical therapy program from a master's to a professional doctoral degree will increase the program's allocation through a tuition surcharge and expanded tuition income. The College of Medicine will fund 50% of a new tenure-track faculty position.

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 B, pages 9-12).

Link to Strategic Plan:

This report addresses the following Key Result Areas (KRAs) and Objectives that are included in the Board's 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.

Recommendations

The post-audit reports presented with this memorandum contain responses to the questions required by the Board for post-audit reviews (Attachments, pgs. 4-12) and are recommended for approval.

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

Diana Gonzalez

Approved:
Gregory S. Nichols

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6.07 Post-Audit of New or Expanded Programs – Bachelor of Science Program in Environmental Sciences

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

The University of Iowa B.S. program in Environmental Sciences is unique in that it integrates environmental science course offerings available in four different departments (Biological Sciences, Chemistry, Geography, Geoscience) within the College of Liberal Arts and Sciences. It thereby builds upon existing strengths within established departments, and its faculty, teaching assistants, staff, and resources are derived from these departments. The program is also unique in that the student may choose among four distinct tracks emphasizing distinct aspects of environmental science. These are Green, emphasizing biology, Brown, emphasizing geoscience, Yellow, emphasizing chemistry, and Blue, emphasizing hydrology.

Iowa State University is the only other Regent's university to offer an undergraduate Environmental Science major. However, the approach is different in that the ISU program focuses on broad interdisciplinary training rather than the in-depth specialization into tracks which is the hallmark of our program. Although similar in rigor, there is relatively little duplication between the programs at the two institutions.

Taken together, the two complementary programs fill a niche that students are increasingly demanding for programs relevant to preserving and enhancing our environment. The distinct emphases of the two programs serve to broaden the choices that Iowa students have to meet the challenges posed by balancing environmental needs with continuing development. Enrollments are high in both programs and, despite their rigor, there has been steady demand for these programs at both institutions.

Undergraduate students interested in environmental science may also elect environmental "options" or "emphases" within a number of disciplinary majors at UI, ISU, and UNI. In addition, approximately one third of Iowa's private colleges offer some type of environmental science major.

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

Fall, 1997

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.

The program only offers a B.S. degree in Environmental Sciences; no graduate degrees are available.

Numbers of Undergraduate Majors:

Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Current Year*	*Next Year*	*Second Year*	*Third Year*
97-98	***98-99***	***99-00***	***00-01***	***01-02***	***02-03***	***03-04***	***04-05***	***05-06***
26	56	73	80	76	78	80	80	80

With the exception of Environmental Seminar (159:010/100, 011/110), all of the courses in the program are offered by one of the four participating departments and use departmental course numbers. The courses are subdivided into six major groups:

- Science and Mathematics Foundation (10 of 13 courses),
- Earth Sciences Foundation (7 courses),
- Environmental Geosciences (Brown) Track,
- Environmental Hydrosciences (Blue) Track,
- Environmental Chemical Sciences (Yellow) Track,
- Environmental Biosciences (Green) Track

Students are required to take courses in the first two "Foundation" groups and one of the four tracks. Courses within each of the four tracks are further grouped as follows:

Brown Track courses: 1 General Science, 5 Foundation, 4 Field Study, 3 (of 20) Electives (38 s.h. total)
Blue Track courses: 2 General Science, 4 Foundation, 3 Field Study, 4 (of 20) Electives (37 s.h. total)
Yellow Track courses: 4 General Science, 4 (of 8) Foundation, 2 Field Study, 3 (of 17) Electives (38 s.h. total)
Green Track courses: 1 General Science, 4 (of 14) Foundation, 2 (of 13) Field Study, 3 (of 22) Electives (36-37 s.h. total)

For the purposes of this report, we focus on the seven Earth Sciences Foundation courses, which are the only courses that are cross-listed with the Environmental Sciences Program (159) (see Appendix).

Department Into which Students Register	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
	97-98	***98-99***	***99-00***	***00-01***	***01-02***
2 or 12	562	480	474	721	846
159	159	427	597	508	418
Total	714	907	1071	1229	1264

159= Environmental Sciences, 2= Biological Sciences, 12= Geoscience.

Note: Students were allowed to register in these courses using either the departmental number or the Environmental Sciences Program number (159). Therefore, the combined enrollments ("Total") best reflect actual headcounts in each course.

We anticipate that total enrollments in Earth Sciences Foundation Courses will remain at ~1250 students over the next three years.

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

We have information on eight students who dropped out of the program during the past five years. Three of these students dropped out the university; two changed majors to Anthropology and Geography, respectively; one transferred to dental school; one was dismissed from the university because of very poor grades.

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

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

1998 – 3
1999 - 12
2000 - 14
2001 - 8
2002 - 13 (including Fall, 2002 degree candidates)

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

Certification and licensure is not applicable to this program.

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

Ten undergraduate completers of the program have entered graduate programs. This represents about 35% of the program completers for which we have employment information.

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

1) in the field or a related field?

We have placed 13 undergraduate completers in their field or a related one. This represents over 45% of the program completers for which we have employment information.

2) in nonrelated fields?

Four completers of the program work in non-related fields such including memberships in the US Army and Peace Corps.

3) unemployed?

One graduate is presently working only ½ time. We know of no other unemployed graduates.

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

We do not have data on preferred first jobs, but estimate that ~75% of our students obtain their preferred first job.

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

There are no recognized academic accreditation organizations or standards for environmental science.

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

Faculty:

All of the faculty in the Environmental Sciences Program (instructors, advisors, members of the Executive Committee) have primary appointments in one of the four participating departments (Biological Sciences, Chemistry, Geography, Geoscience). Faculty appointments, including joint appointments, are not available in the program.

The Environmental Sciences Program is currently governed by two faculty committees and a faculty member who serves as Program Manager. The faculty committees consist of (1) an Executive Committee, composed of the DEO's of the four participating departments, and (2) an Advisory Committee, composed of faculty representatives of the four participating departments. Decisions are made by the Executive Committee, which selects the Program Manager. The Advisory Committee makes recommendations regarding curriculum. The Program Manager serves as the liaison between the two faculty committees. Academic advisors and instructors also consist of faculty in the four participating departments.

Graduate Student Teaching Assistants:

No graduate degrees are awarded by the program; therefore, graduate student teaching assistants are degree candidates in one of the four participating departments (Biological Sciences, Chemistry, Geography, Geoscience). The majority of the teaching assistants assigned to courses in the program are funded by TA allocations to individual departments.

One exception is Interdisciplinary TA's, which have been funded by the College of Liberal Arts & Sciences. The College's Interdisciplinary TA program involves as exchange of TA's between departments; a graduate student in one department serves as a TA in another department and vice versa.

The Division of Interdisciplinary Programs also funded two TA's in one Earth Sciences Foundation Course, 12/159:153 Geocomputing, during spring 2002.

Support staff:

No support staff are currently assigned to the program. The four participating individual departments (especially Geoscience and Biological Sciences) contribute time of their existing office staff, which amounts to a total of approximately six hours per week. Over the past two years, staff support has also been provided by the Division of Interdisciplinary Programs.

Over the next three years, we do not anticipate additional staffing needs outside of those provided by the four participating departments.

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

The program does not have an operating budget. Resources have been provided by the four participating departments (Biological Sciences, Chemistry, Geography, Geoscience) and the Division of Interdisciplinary Programs.

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.

No additional expenditures were involved in the adoption of the program.

6.07 Post-Audit of New or Expanded Programs – Ph.D. Degree in Physical Rehabilitation Science

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

There are no other colleges or universities in Iowa that offer the Ph.D. degree in Physical Rehabilitation Science.

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

The program was approved on April 14, 1998, and was implemented immediately. Enrolled students were offered the option of having the degree awarded through Exercise Science or by Physical Therapy and Rehabilitation Science. It should be noted that prior to 1998 the faculty from Physical Therapy and Rehabilitation Science had a long history of actively mentoring Ph.D. students through the Exercise Science department.

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.

					Estimated			
	Year One	Year Two	Year Three	Year Four	Crnt Year	Next Year	Sec Year	Third Year
Graduate Majors	13	12	14	13	16	18	20	20
Credit Hours generated in PT	121	53	116	79	120	120	130	130
Credit Hours in Extradept'l courses	47	54	59	35	60	60	65	65

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

Two out of fourteen students dropped out of the doctoral program. One international student dropped out of the program due to marriage/relocation. Another relocated to Minneapolis for personal reasons and transferred to the doctoral program at the University of Minnesota.

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

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

1998 3
1999 2
2000 2
2001 2
2002 3

Several graduates elected to keep original degree title “Exercise Science.”

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

Not applicable for this degree program.

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

Not applicable

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

Seven graduates hold tenure track faculty appointments, three graduates hold non tenure track faculty appointments, one graduate holds a research position in industry, and one graduate has an appointment as a post doctoral fellow. The institutions employing these 12 graduates include the University of Minnesota, University of West Virginia, University of Iowa, University of Alabama, Northwestern University, Indiana University, University of Rochester (NY), St. Ambrose University, State University of New York Downstate, National Yang Ming University (Taiwan), Chang Gung University (Taiwan), and NIKE corporation.

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

Graduates from the Rehabilitation Science Ph.D. Program are aggressively recruited by other universities and research corporations. One hundred percent of the graduates obtained their preferred first position.

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

Not applicable to this Ph.D. degree program in rehabilitation science. However, the American Physical Therapy Association Commission on Accreditation in Physical Therapy Education fully and unconditionally accredits our entry-level physical therapy degree program.

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

FTE Staffing of Program	Year 1 1998-99	Year 2 1999-00	Year 3 2000-01	Year 4 2001-02	Current 2002-03	Next Yr 2004-05	2ND Year 2005-06	3rd Year 2006-07
Professors	1	1.25	1.25	1.25	1.10	1.10	1.10	1.10
Assoc Professors	2.25	2	2	3	4	4	4	4
Asst Professors	4	3	3	2	0	2	2	2
TOTAL TENURE-TRACK FACULTY	**6.25**	**6.25**	**6.25**	**6.25**	**5.10**	**7.10**	**7.10**	**7.10**
Non-Tenure-Track Faculty	2.77	2.67	2.78	2.96	3.66	4.36	4.36	4.36
Support Staff (P&S & Merit)	4	4	4	4	4	5	5	5

7. *Provide operating budget for proposed program or the unit that houses the program if an individual program is not available. (See categories below.)*

The following figures represent the budget for the entire Physical Therapy and Rehabilitation Science Graduate Program and not just those that are specific to the Ph.D. degree program. The resources for both the Ph.D. program and the entry-level professional physical therapy degree program are shared within the department. Accordingly, recent space allocation meets the needs of both programs. A new tenure-track faculty position has been approved for the 2003-2004 academic year.

	98-99	99-00	00-01	01-02	Cur. Year	03-04	04-05	05-06
Faculty	$622,007	$659,083	$665,864	$708,514	$714,624	$929,713	$957,604	$986,333
Program Graduate Assistants	$154,974	$137,109	$127,345	$131,213	$194,038	$199,859	$205,855	$212,031
Support Staff (P&S & Merit)	$144,164	$152,256	$155,678	$163,711	$173,732	$214,217	$220,644	$227,263
General Expense (excluding computer use)	$32,931	$32,931	$32,931	$46,044	$65,310	$119,570	$123,157	$126,852
Equipment	Equipment purchases made in conjunction with the Program's space relocation, though not specifically related to the Ph.D. curriculum, will benefit the entire program.							
Library Resources								
Space Needs (amt. & cost of new space and/or remodeled space)								
Computer use	Nine computers in FY 98 and FY 99 were awarded to the program at no cost through the Computer Fee Retirement Program. There are computers/printers available to students in their respective research laboratories and in the Program's study/lounge.							
Other Resources								
Research Grants	$153,297	$475,341	$447,374	$702,404	$689,350	$500,000	$500,000	$500,000
Extramural Student Support (Fellowships, Scholarships, Traineeships)	$22,500	$22,500	$35,500	$38,048	$64,048	$22,500	$22,500	$22,500
TOTAL	$1,129,873	$1,479,220	$1,464,692	$1,789,934	$1,901,102	$1,985,859	$2,029,760	$2,074,979

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.*

   There were no increases in expenditures resulting from the adoption of the Ph.D. in Rehabilitation Science that would not otherwise have occurred. Essentially, this was not the establishment of a *new* program, but rather an administrative *realignment* of the previous program of study administered in the Department Exercise Science. We have increased the resources for our Ph.D. students. (assistantship support, computers and peripherals, space, etc). However, this growth and expansion was not directly related to the implementation of the Ph.D. program. Rather, the doctoral curriculum has benefited from the College of Medicine providing newly renovated space and facilities for the entire Physical Therapy and Rehabilitation Science Graduate Program in the Medical Education Building.