MEMORANDUM

To: Board of Regents

From: Board Office

Date: May 8, 2000

Subject: Post-Audit Report for the Undergraduate Major (B.A. and B.S. degrees) in Women's Studies at Iowa State University

Recommended Action:

Receive the Post Audit Report for the Undergraduate Major (B.A. and B.S. degrees) in Women's Studies at Iowa State University and approve continuation of the program.

Executive Summary:

Regent policy (*Procedural Guide,* § 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 Board approved ISU's Undergraduate Major in Women's Studies in 1995. The description of the program on pages 5-8 indicates to what extent it has met its originally stated purpose, the accuracy of enrollment projections, employment patterns, and accuracy of expenditure projections for faculty, staff, and equipment.

The post audit report for the undergraduate major (B.A. and B.S. degrees) in Women's Studies has now been reviewed by the Board Office and the Interinstitutional Committee on Educational Coordination (ICEC) and is recommended for approval.

This report addresses the following Key Result Areas (KRAs) and Objectives which 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.

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Background:

The Regent post-audit process requires institutions to respond to a series of questions outlined in the *Procedural Guide*. Institutions must begin to collect the information when the program is approved and during each succeeding year in order to make the post-audit report accurate and informative. These questions/data requests in the *Procedural Guide* were last revised in May 1995. All institutions are reminded to inform appropriate department and college officials when a program is approved of what will be required in the post-audit report. Below is a list of the Board's post-audit review questions which are identified in the *Procedural Guide*.

1. Is this program now available in other Regent universities or in other colleges and universities in Iowa?
2. List actual headcount enrollment 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. How many dropouts of this program can be identified over the last five years? What reasons were given for leaving the program?
3. What have been the employment (placement) experiences of any graduates of this program?
   a. How many students have graduated (completed) this program (by year)?
   b. What has been the success rate for graduates?
   c. How many undergraduate completers of the programs have been accepted into graduate study programs?
   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 nonrelated fields? (3) unemployed?
   e. What has been the success rate for obtaining the preferred first job in the field by graduates of the program?
4. Has this program been fully accredited? If not, why not, and when is such accreditation anticipated?
5. Outline the current FTE staffing of the program and estimate future staffing needs for the next three years.

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.

Analysis

In 1995, Iowa State University received Board approval to implement an Undergraduate Major (B.A. and B.S. degrees) in Women's Studies in the College of Liberal Arts and Sciences. This program was designed to provide an interdisciplinary, integrated program of study that combines knowledge about women and gender from a wide range of disciplines in the humanities, social sciences, and natural sciences. The program, which has a strong emphasis on U.S. diversity and internationalization, serves to broaden students' vision of human experience in the best tradition of the liberal arts and sciences. A review of the Post-Audit Report indicates that the program appears to meet the Board's criteria for Post-Audit Review.

1. Duplication? This program is not available in other Regent universities or in other colleges and universities in Iowa. Although minors in Women's Studies have been implemented in several postsecondary institutions in Iowa (including the University of Iowa), and an individual major may be taken at a few of the institutions, this is currently the only formal undergraduate major program in the state.

2. Enrollment? The enrollment of majors has been approximately 60% of what was projected in the program proposal; however, the enrollment of non-majors has exceeded the projection by more than 100%. The proposal had projected the enrollment of 3-4 majors in the first year with an increase to 15-20 majors by the fifth year; the non-majors enrollment was projected to be 450 in the first year with an increase to 550 by the fifth year. The post audit report indicates that there were 1 major and 1,152 non-majors (in core and cross-listed courses) in the first year with an increase to 12 majors and 1,244 non-majors by the fifth year.

3. Graduates and Placement? There have been nine graduates since the program was implemented. Of the nine graduates, three are pursuing further study in graduate or professional school and 6 are employed in their field of study or a related field. In the past five years, there have been four dropouts. Contrary to Board policy, there has been no systematic tracking of the graduates. The post-audit report did include letters of support from graduates of the program and administrators at other institutions.

4. Accreditation? This program is not accredited. There are no accreditation or certification requirements for graduates of the program.

5. Faculty/Staffing? During the 1999-2000 academic year, there are one FTE faculty and one FTE staff assigned to the program. Staffing for the next year will increase by .5 FTE faculty. The original proposal indicated that there was an expectation to recruit a senior faculty member to chair as well as teach in the program.

6. Budget Increases? At the time of approval, the University did not specify any incremental costs associated with the program. The total incremental expenditures as a result of implementing this program have been approximately $68,000. Next year, the department expects to spend an additional $19,000 for a .5 FTE faculty member.

The post audit report presented in this memorandum contains responses to the questions required by the Board for post-audit reviews (on pages 5-8) and is recommended for approval. The program is fulfilling the goals identified at the time that the Board approved the program. It is recommended that the program be continued.

Diana Gonzalez

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Approved: Frank J. Stork

Frank J. Stork

Iowa State University
New Program Approval Procedures
(Curriculum, Major, Minor, Degree)

Regents Post-Audit Review Questions

Program Title: Women's Studies Undergraduate Major
Administrative Unit: Women's Studies Program - Cross Disciplinary Studies
College: Liberal Arts & Sciences

Introduction

Indicate how the program has met the educational and curricular needs of students, other units in the university, the state, and nation. If appropriate, discuss how the program interacts with related programs/units within the university, other institutions, industry, government, and/or citizens of Iowa.

The Women's Studies Major provides an interdisciplinary, integrated program of study that combines knowledge about women and gender from a wide range of disciplines in the humanities, social sciences, and the natural sciences. In doing so, it meets the goal of the College of Liberal Arts and Sciences and Iowa State University of integrating separate parts of learning and demonstrating the connectedness between various disciplines and methods of study. The program allows students to combine at least five from among eight core courses with a minimum of five from among more than twenty-five cross-listed courses that have originated in more than fifteen different departments throughout the university. The Major also provides a strong emphasis on U.S. diversity and internationalization. Several of the courses required for the Major have U.S. diversity and international designations. The Program serves to broaden students' vision of human experience in the best tradition of the liberal arts and sciences and increases employment as well as graduate school opportunities by providing students with critical and analytical skills that prepare them for entry into a wide variety of fields after graduation.

1. Program Availability

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

      This program is not available in other Regent universities nor in other colleges and universities in Iowa. While minors in Women's Studies have been implemented in several Iowa institutions of higher learning, and an individual major may be taken at a few of the institutions, this is currently the only formal undergraduate major program in the state of Iowa.

   b. If so, has the availability of other similar programs changed in the last five years? Do existing programs in Iowa have the capacity to meet student demand and the demand for graduates? Not applicable

   c. What are the similarities and differences among programs in this general area at Iowa institutions? What distinguishes this program from similar programs at other Iowa institutions? Not applicable

d. What interactions are there between this program and similar programs at other Iowa institutions?

In October of 1999, the Women's Studies Program at ISU hosted a meeting of Women's Studies programs in Iowa. Representatives of five institutions of higher learning (University of Iowa, Northern Iowa University, Drake University, Luther College, and St. Ambrose College) as well as ISU, attended the meeting and decided to continue to meet and to share information. One outcome of this increased contact and cooperation is that Women's Studies majors at ISU will have more information regarding the graduate Women's Studies programs at University of Iowa and Northern Iowa University, and for some the major at ISU will become an avenue for entrance into those programs.

2. Enrollment

a. *Enrollment*
Provide the actual fall semester enrollment in the program for the last four years and the current year, and estimate enrollment for the next three years.

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7	Year 8
1) Total majors in program (Fall semester enrollment)	0	8	9	7	12	15	18	22
2) Non-major enrollment in program courses (fall and spring semesters).								
Core Courses	412	333	360	376	393	420	450	475
Cross-Listed Courses	740	785	793	809	831	860	900	925
Totals:	1152	1180	1153	1185	1244	1280	1350	1400

3) Estimate the number of Iowa residents and the number of international students who have enrolled in the program (by percentage of total number of declared majors)
80% Iowa residents, 10% International Students

4) If the actual enrollment figures for the last four years differ markedly from those projected in the original program proposal, indicate the factors, which may have led to the disparity.

The enrollment figures projected for Women's Studies majors in the Proposal for Women's Studies Major (August, 1993) differ from the actual figures. The proposal projected that by year 1997-98 there would be 15-20 majors. However, currently there are 12 majors and this is a substantial increase over last year when there were only 7. This disparity can be explained mainly by the fact that the Women's Studies Program did not have the leadership or the resources to promote the new major until the fall of 1998 when a full-time director was hired. Between 1994 and 1998 much of the attention of the Women's Studies chair was devoted to maintaining the program on a tiny budget and making a case for a full-time director. The program was essentially "on hold" until the new director was hired and assumed duties in the fall of 1998. As indicated, the number of majors has increased, as has general enrollment in the Women's Studies core and cross-listed courses. The number of minors also has increased significantly in the last two years,

from about 15 to 30. Since most of the current majors are former Women's Studies minors, growing number of minors is an indicator that the majors' numbers are likely to increase in the future. Also, during the last two academic years, incoming students have started to declare the Women's Studies major.

b. *Dropouts*

1) How many "dropouts" can be identified for this program over the last five years? [Consider "dropouts" in this context to be only those students who voluntarily left the program.]

Year 1	Year 2	Year 3	Year 4	Current Year
1	0	1	1	1

2) What reasons were given by "dropouts" for leaving the program?
Personal; unrelated to program

3. Graduation and Placement Information

a. Indicate the number of graduates of the program each of the previous four years and estimate the number that will complete the program this year and each of the next three years.

Year 1	0	Current Year	2
Year 2	0	Year 6	3
Year 3	5	Year 7	5
Year 4	2	Year 8	7

b. To what extent have graduates been successful with respect to certification and/or licensure (if applicable)? Not applicable

c. Estimate placement of program graduates for each of the past five years (by percentage of total graduates for each year).

	Year 1	Year 2	Year 3	Year 4	Current Year
Further study in graduate or professional school			2		1
Employed in field or related field			3	2	1
Employed in non-related field					
Unemployed					
Unknown					

d. To what extent have graduates been successful in obtaining the preferred first job?
Unknown

e. Indicate the employment (placement) experiences of the graduates of the program.
Please see attached letters

4. Accreditation Status

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program? No

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

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7	Year 8
Faculty	0.5	0.5	0.5	0.5	1.00	1.5	1.5	1.5
Graduate Assistants*	---	---	---	---	---	---	---	---
Other Staff (Director & Program Assistant)	---	---	---	0.5	1.00	1	1	1

*No additional appointments because of the major beyond two full-time graduate student assistants for WS20P.
NOTE: Faculty, Director, and Program Assistant were not added solely due to the major but for the development of the entire program.

6. Expenditures
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 two years. [Increased expenditures should be included only if the costs were incurred in order to support this program specifically. For example, if no new faculty positions were assigned to this program there has been a $0 increase in faculty cost.]

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7
Faculty	$18,500*	0	0	0	0	$19,000*	0
Graduate Assistants	0	0	0	0	0	0	0
Other Staff (Director & Program Assistant)	0	0	0	$46,158*	0	0	0
General Expense (Excluding computer use)	0	0	0	$3,500**	0	0	0
Equipment	0	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0	0
Space Needs (amt. & cost of new space and/or remodeled space)	0	0	0	0	0	0	0
Computer Use	0	0	0	0	0	0	0
Other Resources (please explain)	0	0	0	0	0	0	0
TOTAL	$18,500	0	0	$49,658	0	$19,000	0

*These positions were not added solely because of the major.
**One third of supplies and services budget for Faculty Development; faculty and student retreat; publicity for major.

7. If the actual staffing or expenditure figures for the last four years differ markedly from those projected in the original proposal, explain the disparity. Not Applicable