Memorandum

Date: March 25, 2005

To: Mike P. Ernst, Chair
    University Budget Committee

From: Allen A. Mori
      Provost & Vice President for Academic Affairs

RE: Academic Affairs' Program Effectiveness Report

Please find attached the Program Effectiveness Report for the Division of Academic Affairs. The Academic Affairs Program Effectiveness Council (AAPEC) has not completed its program effectiveness report; however, the AAPEC has submitted its budget report and that has been enclosed for your review. Once AAPEC has completed its program effectiveness report, I will forward the it to the UBC.
AAPEC Program Effectiveness Review
April 2005

Below is the Report of the Academic Affairs Program Effectiveness Committee for the 2004-2005 program effectiveness review. University accreditation bodies have often commended Dominguez Hills for such a unique internal program review leading to advisory recommendations to the Provost. The committee thanks the Deans and Academic Affairs staff for providing useful and informative reports and for participating in the program review process in the spirit of openness and cooperation.

Recommendations for all Units

Each unit should align their unit’s mission, goals, and objectives with the University’s mission, goals and objective (Fall ’04) and the Strategic Plan (Fall ’03).

Each unit’s objectives should be aligned with evidence of progress (measurable outcomes) toward stated accomplishments.

Each unit’s plan should integrate the PEAT data and USLOAC reports.

To increase external funding, collaboration among Central Academic Affairs, University Advancement, and all Deans should be enhanced to build the development infrastructure. Each unit should develop specific plans for marketing and fund raising.

College of Liberal Arts

Upon review of the data submitted by Dean Williams in the Program Effectiveness Report, 2003-2004, and the information shared in the public hearing on March 9, 2005, the AAPEC Committee makes the following observations and recommendations.

I. Unit’s Goals and Objectives for the previous year in relation to the University’s Mission and Goals

The CLA report included its mission, but no specific goals for the previous year. Dean Williams said that specific goals would come with the development of the CLA strategic plan, which is underway. He listed his goals as Dean for the previous year: establish and identity for the college, increase visibility through web pages and newsletters, create a structure for increased faculty involvement in governance and communication, assist in the Music Department’s preparation for accreditation, assist faculty in creating strategic plans for the divisions, and increase resources from external sources.

Progress toward these goals has been made, but all are still in process. Strategic planning efforts have begun at the college and division level, but much is left to do. The changes brought about by reorganization have resulted in a change in the governance structure (College Academic Council). There is no formal plan for marketing (identity, increased
visibility), but partnerships with community colleges and pipelines for future teachers are being developed to increase enrollment. The accreditation effort in Music is being hampered by the lack of resources (space, practice rooms, recital halls). There are continuing efforts in development and grant-seeking. The Director of Development has recently resigned, making this a vulnerable area.

**Recommendation:** Ensure that the strategic planning process is on-going with measurable outcomes.

**II. Program Effectiveness**

The Student Learning Outcomes Assessment process is underway, but eight programs have been reported as needing improvement (progress not at the expected level). Dean Williams reports that he has met with 50% of the program heads (and will have met with all programs by the end of March). All CLA programs have defined a mission and at least course outcomes. Many have identified assessment methods, but have not collected and analyzed data. Some faculty are finding it “hard to understand the language of assessment.”

All 18 CLS programs are due to complete the program review process next year. This requirement will probably change, since there are too many to review at once. Music and Theater Arts are in preparation for accreditation, but a lack of resources limits the activities.

The CLA report provided many examples of student support and opportunities. SPARK was highlighted as a very direct way to support student success. CLA should be commended for its activities in this area. CLA continues to support the teacher education effort by providing courses, pipeline programs, weekend classes, and many other activities. They also provide a strong base in General Education for all CSUDH undergraduates. CLA should be commended for supporting other programs as well as their own majors.

Program/department reports listed a wide variety of scholarly activity. It was noted in the Dean’s report that “departments were not required to submit a comprehensive list of their achievements.”

**Recommendation:** Hold program heads responsible for measurable progress toward student learning outcomes assessment.

**Recommendation:** Consider maintaining a central listing of CLA scholarly activities by faculty/staff/administrators. Though it would require some clerical assistance (which is at a bare minimum), it could be used as part of the visibility/identity effort.

**III. Goals and Objectives for the Next Two Years**

Specific goals and objectives for 2005 were included in the Dean’s report. They address the challenges listed by Dean Williams.
IV. Budget Planning
Dean Williams listed several resource challenges and some possible solutions. Staff are being hired to decrease the current “shared staff” situation. The Summer 2005 schedule was designed specifically to meet the FTES target with money left over to work on the space renovation needs of the Music Department. The need for external funding is clear from the program requests and the Dean’s report. Arts-related programs are all requesting facilities, including a performing arts center. Many other programs have specific requests as well. Toward the goal of increasing external funding, Dean Williams indicates that he is recruiting an advisory board, which should assist in developing external funding contacts. The Director of Development will need to be replaced.

Recommendation: Initiate and sustain an all-college effort in the area of marketing /identity/visibility and fund raising.

Commendations:
Dean Williams has made a concerted effort to ameliorate the effects of the reorganization, especially in the area of governance. CLA activities in scholarship and support of student success are excellent. CLA continues to provide solid support to General Education and Teacher Education. The design of the Summer 2005 schedule to maximize FTES with fewer resources is a very creative solution to budget-related challenges.

College of Natural and Behavioral Sciences

Upon review of the data submitted by Dean Hohm in the Program Effectiveness Report, 2003-2004, and the information shared in the public hearing of March 8, 2005, the AAPEC offers the following observations and recommendations.

I. Unit Goals and Objectives for previous year in relation to the University’s Mission and Goals, the University Strategic Plan and the Academic Master Plan
As a result of the academic reorganization, the College of Natural and Behavioral Sciences was formed in the summer of 2004 by dividing the former College of Arts and Sciences. Major accomplishments cited in the PER include: the adoption of the “teacher-scholar” model, the development of an NBS policy on the definition of scholarship, and the establishment of an Urban Community Research Center. The PER cites statistical evidence pointing to increased FTES in the college and to an increase in majors in many departments within NBS. However, specific goals and objectives for the previous year (Fall 2003-Fall 2004) and their relation to the University Mission and Goals are not listed.

Recommendation: It is recommended that the college develop specific goals and objectives and that these goals and objectives be aligned with the University Mission and Goals.

II. Criteria for Review of Program Effectiveness
The examples of program effectiveness cited in the PER include the steady progress NBS has made in the Student Learning Outcomes Assessment process, the development (in conjunction with the College of Extended and International Education) of a GIS Certificate Program, the successful accreditation report received by the Department of Computer Science, and the significant contributions the unit continues to make to General Education.

Recommendation: It is recommended that the departments that have been identified by USLOAC as needing improvement in the assessment process be brought up to speed as soon as possible.

III. Unit's Goals and objectives for the next two years
A number of goals and objectives are listed in the PER, including: organizing an NBS Advisory Committee, establishing a Mission Statement and Goals and Objectives for the college, reducing the teaching load of NBS faculty, and increasing the size of select courses. However, the AAPEC notes a potential lack of alignment between unit goals and objectives and department goals and objectives: for example, between the college goal of increasing the size of select courses and the stated need in some departments for smaller classes (i.e. Sociology and Biology). In addition, the AAPEC notes that department reports contain requests for resources, hiring plans, and proposals for new programs that do not seem to be adequately reflected in the unit goals and objectives.

Recommendation: AAPEC recommends increased coordination between college and department level goals and objectives. AAPEC also recommends that, in addition to establishing specific goals and objectives, the college should establish strategies for achieving these goals, benchmarks for measuring progress towards them, and timelines for reaching them.

Recommendation: AAPEC recommends that the college mission statement and goals and objectives be developed in close alignment with the University's Mission and Goals, the University Strategic Plan, and the Academic Master Plan.

IV. Budget Planning
AAPEC commends the Dean's efforts, in the absence of a current strategic plan, to strategically re-allocate resources (i.e. moving QA to CEIE and two positions from QA and Physics to fund new positions in Sociology and Psychology of Sport) to better serve students. The AAPEC also acknowledged the college's statement regarding the relatively low proportion of indirect funding from grants that is returned by the Foundation and the negative impact this has on the NBS budget.

Recommendation: AAPEC recommends that NBS consider requesting that the Foundation repay (i.e. when the Foundation's budget is stable) the outstanding amount of indirect funding due to NBS.
Recommendation: AAPEC recommends that the college continue its efforts to recruit new students and that NBS develop specific plans and strategies for marketing its programs and recruiting students.

College of Health and Human Services

After a review of the Program Effectiveness Report submitted by Dean Albright which covered 2003-2004 and the Fall of 2004, and the information provided at the hearing held on March 9, 2005, the AAPEC makes the following observations and recommendations.

I. Unit Goals and Objectives for previous year in relation to the University’s Mission and Goals
The dean clearly outlined the major accomplishments, goals/areas for growth, and the resource needs for each area and the organizational charts provided information about the organizational structure of the college. The School of Nursing, the Division of Kinesiology and Recreation and the Occupational Therapy program related clearly their goals to the University’s Mission and Goals whereas in some of the other programs, the linkages were not that apparent.

Recommendation: It is recommended that all units within the college establish goals and objectives and show their relationship to the university’s mission and goals.

II. Criteria for Review of Program Effectiveness
Evidence was provided to substantiate the progress that the college has made in establishing criteria for assessing program effectiveness. This was true for most of the programs with the exception of the Health Sciences BS and MS. Especially notable is the achievement of professional program accreditation in the Nursing, Orthotics and Prosthetics, Occupational Therapy, Clinical Sciences, and Physical Education Pedagogy programs.

Recommendation: It is recommended that efforts be continued in the development of student learning outcomes and criteria for the assessment of program effectiveness with a special focus on the Health Sciences.

III. Unit’s Goals and Objectives for next two years
The college has developed goals for the next three years and has refined them in a recent college-wide retreat. This provides a good basis for the development of a strategic plan which should be aligned with the university’s mission statement, strategic plan, and the academic affairs strategic plan.

Recommendation: It is recommended that the college continue refining its goals for the next three years insuring that they are consistent with the university strategic plan and the academic affairs master plan.

IV. Budget Planning
It was noted that considerable resources were requested for the hiring of tenure track faculty and for release time for curriculum/program development and review. While these needs seem apparent, it is quite likely that no new resources will be available. Therefore, the college will need to explore securing other resources and carefully consider the reallocation of its existing resources.

Recommendaion: That priorities be established prior to the development of new programs and the expansion of existing programs to insure that the necessary resources will be available.

Commendations:
The college is to be commended for what seems to be a relative smooth transition to the new organization including the redeployment of resources.
The development of partnerships with external organizations is commendable and the development of additional partnerships is encouraged to help offset the negative impact of the limited budget resources that will be available.
The college is to be commended for its collaborative efforts with the Home Depot Center in the development of mutually beneficial academic programs.
The college is to be commended for its successful efforts in achieving national accreditation in a number of its key programs.

College of Education

Upon review of the College of Education PEC report and the information shared by Dean Taira at the public hearing on March 10, 2005, the AAPEC offers the following comments and recommendations.

I. Unit Goals and Objectives for previous year in relation to the University’s Mission and Goals
In the Program Effectiveness Report, the college emphasized its mission “to prepare education professionals who are successfully engaged in work that supports and promotes public school students in California.” To accomplish this mission, college goals again focus on students, faculty, programs, and collaborative partnerships, which in turn support a number of University goals and objectives. Although the Program Effectiveness Report (PER) does not specifically relate the accomplishments of the last year to each goal/objective, it is evident that significant progress has been made in this arena. In particular, the college is to be commended for the successful NCATE accreditation visit, for the award of two multi-million dollar grants, the establishment of a Student Services Center, and the efforts to make college governance more inclusive by the involvement of more faculty and staff.

Recommendation: AAPEC recommends the college align objectives with measurable outcomes.

II. Criteria for Review of Program Effectiveness
Quality of Instruction: All of the programs in the College of Education have successfully met the objectives for Student Learning Outcomes Assessment. The college successfully completed the process to renew national and state accreditations through NCATE. The college also developed and implemented the unit assessment system to “evaluate overall program effectiveness”.

Contribution of Student Success: The departmental reports cite numerous examples of student success, such exit survey results that demonstrate the effectiveness of the programs based on student feedback and the implementation of the Student Services Center. The PEC report also points out the challenge to provide effective advising, as the NCATE accreditation report mentioned “inconsistent advising”.

Recommendation: AAPEC encourages the college to actively pursue their goal to improve student advisement.

Interdependence of Programs: Students in the Liberal Studies Program take courses in other colleges, in particular in the College of Liberal Arts, and thus contribute FTES to numerous departments both within the college and across the university. The college worked closely with the Library as part of the NCATE accreditation process.

Recommendation: AAPEC encourages the college to continue to work closely with the Library to ensure continued support for new and existing programs.

Contributions to an Academic Discipline: The Dean’s report provided summary statistics on the high number of publications and presentations of college faculty.

Recommendations: Although the data was specifically required for NCATE accreditation, AAPEC recommends the college continue to collect data on faculty scholarship.

III. Unit’s Goals and Objectives for next two years
The College of Education has faced significant challenges over the last few years, many of which have drastically reduced enrollment. Examples include the No Child Left Behind federal regulations and changes in basic credentialing requirements. The College has made progress in attempting to mitigate many of these challenges, and the goals for the next two years focus on continued efforts to do so. For example, the college plans to focus on efforts to “increase enrollment in all programs with strategies relevant to each program” and “to develop new programs to serve current needs of local school districts and the professions”. AAPEC commends the college for their pro-active efforts.

Recommendations: AAPEC encourages the college to continue to develop new programs and to develop marketing and student recruitment plans designed to increase enrollment.

IV. Budget Planning
The college as a whole has worked together to address the challenges presented by enrollment declines. For example, department/program chairs have done a good job combining sections.

The college continues to address the backlog of students requiring supervision courses, and expects to “catch-up” with demand in the next year.

The college is addressing the need to reduce dependence on external funding, and AAPEC commends their efforts.

Recommendation: AAPEC recommends the college examine each new grant request and assess requirements for general fund resources to ensure they are not beyond the ability of COE to support throughout the grant period.

The college listed a number of requests for budget augmentations, such as the need for 12 month chairs/coordinators and the need for tenure-track faculty in reading and special education.

Recommendations: Since it is probable that additional funding will not be available in the coming year, AAPEC recommends the college look to other sources of funding or to the reallocation of resources within the college to meet the most pressing needs.

Commendations:
AAPEC commends the Dean’s efforts at building a more inclusive governance structure and planning effort. The college as a whole has met to generate unit strategies, and more recently to work on an action plan.

College of Business Administration and Public Policy

Upon review of the data submitted by Dean Strong in the Program Effectiveness Report, 2003-2004, and the information shared in the public hearing on March 7, 2005, the AAPEC Committee makes the following observations and recommendations.

I. Unit Goals and Objectives for previous year in relation to the University’s Mission and Goals
Dean Strong arrived at the university approximately 1 1/2 years ago and appears to have made progress towards carrying out the mission of the College which is “to prepare students for entry level professional careers and career advancement in business, public administration, government, labor studies, and economics.” The dean’s report identifies three strategies for achieving the mission, which in his presentation he refers to the as a “first step” in the college’s strategic plan. Briefly stated the strategies are to: build close relationships with practitioner communities, enhance revenue and increase FTES, and improve competitiveness by improving overall management with emphasis on strategic and tactical decision making.
The PER sites the college’s goals from the fall 2003 PER and aligns these goals with the above referenced strategies. Accomplishments made towards meeting the goals/objectives were summarized in broad terms but occasionally were stated quantitatively. While the dean's report fails to tie the goals directly to the University's goals, evidence of progress can be surmised when reviewing the overall achievements of the departments.

Recommendations: AAPEC encourages the dean to review of the mission statement and strategies with all departments/programs; align college's goals and objectives with those of the university.

II. Criteria for Review of Program Effectiveness
Although the criteria for review of program effectiveness was not specific in the report, there were some indicators stated throughout the PER that provided evidence of progress.

Quality of Instructional and Instructional Support Programs: Indicators provided in this area were: the curriculum revisions for the MBA; approval of the Criminal Justice Administration Program; and the successful recruitment of new faculty (although no mention of ethnicity as it relates to diversity).

Contribution of Student Success: Indicators of the student learning outcomes assessment indicators were: establishment of an intern program within CBAPP; creation of an intelligent classroom; input from advisory board and departments on new majors; benchmark surveys to identify strengths/weaknesses of the college; improved student advising as cited by PEL; and the progress towards the AACSB accreditation with the granting of fourth year of candidacy.

Recommendations: Design a plan with measurable outcomes to ensure academic programs and services support the multi-ethnic student body while meeting the programmatic needs of the college and university.

Interdependence of Programs: According to the dean, the college has demonstrated growth in FTES and enrollments have grown steadily in the range of 3-4%. For example, the Accounting and Law Department reported a 13.6% growth in FTES. With the approval of the Criminal Justice Program as a major, the college anticipates it will generate further enrollment growth in BAPP and General Education courses. The department of Information Systems reports that many of its courses are attended by students of other colleges.

The online MBA and MPA programs increased enrollment by 23.6% and 62% respectively. Although these programs do not generate FTES, they have an impact on FTES in that they create bridge and prerequisite courses. The online MBA and MPA also generate significant income which can be used to support other programs and/or faculty (release time) for research and publishing.
Contributions to an Academic Discipline: The dean states in his report that “scholarly productivity has increased in the college.” Examples cited from various departmental reports include: adoption of an intellectual contribution policy by the business department; Finance and Quantitative Methods reported five of its six faculty members had at least one publication in a refereed journal; other departments cited examples of faculty participation in seminars and workshops. However, the dean further states that “departments need to significantly improve the publication or refereed journal articles and equivalent scholarly work.” Example: “the business program has approximately 70 percent of faculty academically or professionally qualified and that level needs to be 90 percent in order to meet AACSB accreditation.”

Recommendation: Design a plan for improving scholarly productivity. Particular attention should be given to the requirements for AACSB accreditation.

III. Unit's Goals for the next two years were to:
Grow and develop its advisory boards.
Increase and track interactions with the practitioner community.
Add concentrations to the MPA program.
Create a change management undergraduate concentration.
Create an entrepreneurship and small business undergraduate concentration.
Create a sports, entertainment, and hospitality undergraduate major.
Create non-credit and credit/non-credit hybrid special sessions certificate programs in MBA and MPA related topics utilizing online instruction delivery.
Improve overall management with special emphasis on strategic/tactical decision making and execution of action plans.
Mentor new faculty.
Evaluate the College’s organizational structure; reorganize and combine departments.
Create a culture of entrepreneurship and competitiveness.

Recommendation: AAPEC recommends that while some strategies have been identified and/or developed, we strongly recommend that the goals and objectives be inclusive of and reflect all of the departments and/or programs within the college.

IV. Budget Planning
With the strong possibility of no new money for the colleges, the Dean plans to utilize the excess income generated from the online programs. Grants and fundraising are also expected to provide additional resources for the college.

Commendations:
The Dean is to be commended for stepping in and tackling what seems to be a long list of goals and objectives, and succeeding in meeting some of them. At the same time, the Dean has begun steps to infuse the business community into the work of the college. He has increased the size of his advisory board from seven active members to thirty-four members.
The online MBA and MPA programs have been very successful, their numbers increasing by 23.6% and 62% respectively. While these online programs do not generate FTES, they have created a source of additional income for the college.

Monies generated through fundraising increased by nearly $30,000 from FY 02-03 to FY 03-04.

**University Library**

Upon review of the data submitted by Dean Parham in the Program Effectiveness Report, 2003-2004, and the information shared in the public hearing on March 7, 2005, the AAPEC Committee makes the following observations.

I. Unit Goals and Objectives for previous year in relations to the University’s Mission and Goals, the University Strategic Plan and the Academic Master Plan

The Library vigorously supports the University mission to serve the highly diverse, urban student population and neighboring community supporting President Lyons’ Communiversity incentive. With the CSUDH student union closed due to construction, the Library has risen to the challenge by serving as a cultural and social meeting place for students with centers such as Toro NetCafe and CyberQuickStop.

The library is a major facility on campus regularly affected. This year the library was affected due to the closure of the student union. The library is in the final planning stage for its new building. Next year the library will be affected with the construction of the new library addition. The library staff and faculty have put considerable time and effort into the planning and preparation for the past and future moves.

The library provides access to a wide range of educational programs and student-centered services, such as bibliographic instruction, information and reference services, and keeping course materials on reserve for student use. Consistent with the University directive to raise additional funds through development, the Library has begun a $2M capital campaign to support the new library building to open in fall 2007. The University plan to make effective use of library technology within resource limits has been embraced by the library with its expansion of the library’s online resources, including full-text journals and electronic databases. The library has been impacted by and supportive of the new on-line programs and these new instructional programs affect limited library resources.

Library instruction and literacy were major focuses of the library staff. The integrated library system, ToroFind, was upgraded.

II. Criteria for Review of Program Effectiveness

The indicators for the Library Program Effectiveness provided were 2003-2004 school year were numbers of: patrons served, books checked out, users logged in, distance learning service requests, classes taught, students taught, and catalogued titles.
Two statistical measurements indicated growth from last year: number of students reached by the library’s instruction program and number of books checked out (35% increase).

Lists of new services were included in the Library’s Program Effectiveness Report such as text based library pages, LINK + Project, Olympic Velodrome Exhibit.

Recommendation: AAPEC recommends the Library analyze the relationship of usage to program in order that usage data support spending decisions, particularly with on-line, self-supporting programs. The acquisitions should be based on usage and effectiveness of materials rather than program recommendations.

III. Unit’s Goals and Objectives for the next two years
In addition to the recurring three goals concerning collection, staffing and technology, there is major additional goal of fundraising ($2 million) and preparation for the new library building.

Recommendation: As the library PER states “Our university’s reputation is no longer only being measured by the expertise of the faculty and sophistication of the physical environment. The focus has shifted to what students know and the skills they carry with them into the workforce.” (p.21) The library is strongly encourage to measure and monitor such success with “evidence of progress.”

AAPEC encourages the Library to assess the effectiveness of services to the large graduate student population (30%) through an assessment/survey process.

IV. Budget Planning
The library continues to adjust to the resource and funding challenges with creative administration and dedicated staff and faculty. Staff and faculty reassignments and cross-training have maintained services while reducing costs. The $2M development plan is not yet completed. A request for increase in the library’s material budget and increase personnel due to the additional footage of the new library were requested.

Evidence of collaborative formalized decision-making regarding budget expenditures or evidence of program effectiveness of those expenditure decisions were unavailable.

Recommendation: The 2002 AAPEC wrote “AAPE also strongly urges the Library to find ways to increase the level of consultation in decisions about how to allocate funds for purchasing books and online resources as well as which databases to acquire. AAPEC urge the Library to take a more proactive approach in determining the needs of departments and programs. Such an approach might include designing and administering a needs assessment survey and making more effective use of the Library Advisory Committee. In addition, AAPEC recommends that the Library gather reliable statistical information on current usage of data bases and incorporate this data in the decision making process.” (p.12) The 2005 AAPEC strongly urges the Library to consider this recurring recommendation and adds a recommendation of assessing faculty
and staff in customer satisfaction and suggestions. AAPEC encourages the Library to work with colleges to include student evaluation of library services in (PTE) course evaluation instruments.

As in previous AAPEC recommendations, AAPEC continues to recommend the library work in collaboration with units offering on-line programs and/or programs requiring high usage of electronic databases to assess the impact to the library and its services. Such impact should be reviewed with recommendations made to the appropriate body. AAPEC recommends the Library work with the UCC Chair and revise the current ineffective process of resource determinations for new programs.

AAPEC recommends the Library analyze the relationship of usage to program in order that usage data support spending decisions, particularly with on-line, self-supporting programs. The acquisitions should be based on actual usage rather than program recommendations.

AAPEC recommends the Library seek ways to have the Tardy fees returned to the Library for late returns.

Commendations:
The library is commended for its continued embrace of technology and the up-to-date service the library provides to the students, faculty, staff, and community despite dwindling resources and increase demands.

The library and its staff are commended for their contribution to the success of the many on-line programs CSUDH offers.

The library is commended for its positive approach to fiscal management by maximizing its service and reduced resources. The “can-do” attitude demonstrated by the leadership, faculty, and staff are noteworthy.

College of Extended and International Education

Upon review of the data submitted by Dean Gordon in the Program Effectiveness Report, 2003-2004, and the information shared in the public hearing on March 7, 2005, the AAPEC Committee makes the following observations.

I. Unit Goals and Objectives for previous year in relations to the University’s Mission and Goals, the University Strategic Plan and the Academic Master Plan

College of Extended and International Education continues to weather significant enrollment and fiscal challenges as the AAPEC reported in 2001, 2002, and 2003. Despite these challenges, the College of Extended and International Education continues to extend the University access beyond traditional boundaries. The College of Extended and International Education supports the University with its six broad goals of which one should be highlighted: promote globalization of the University.
II. Criteria for Review of Program Effectiveness
The College of Extended and International Education has aligned the University goals with unit goals and indicates progress toward those goals through service and programs in the International Education Center (IEC), OLLIonline, Extension Programs, Special Session, External Degree, Distance Learning, Customer Service and Marketing, Partnerships and Contracts, and College Facilities Expansion.

Due to the University reorganization’s impact on COEIE, a College Curriculum committee was established, staff was realigned and policy manual was developed.

Criteria for Program Quality were listed through faculty experience, expertise and achievements. Student success was presented through the 47 certificate programs, increase in student scholarships, and student awards.

III. Unit’s Goals and Objectives for the next two years
Due to partial elimination of the 2004 summer session, the decrease in offerings for winter and the decline in Open University enrollments, the College of Extended and International Education continues to address challenges in revenue decline.

The College of Extended and International Education established 2004 through 2005 objectives and aligned these objectives with University and Extended Educational Goals.

Recommendation: Given the interdependence of programs on campus, College of Extended and International Education is encouraged to assess the impact that new and expanding self-support programs are having on the library.

IV. Budget Planning
As listed in the unit’s objectives, new programs and the seeking of new revenues are the critical needs for COEIE in order to eliminate the budget deficit.

Recommendation: Due to the continued decrease in winter term and self-support summer enrollment, efforts should be continued to create additional revenue-generating programs.

Commendations:
The College of Extended and International Education is commended for its flexibility with the change in summer programs and necessary adjustment made on such short notice.

The leadership, staff, and faculty are commended for their support of activities which serve broader university interests.

The unit is commended for its emphasis on customer relations and customer service, and its continual openness to establish new programs and reach out to new customer groups.
Recommendations

AAPEC reiterates its recommendations from 2001 and 2002 that the unit’s services/personnel that are utilized by state-supported programs undergo an effectiveness evaluation process in which feedback can be supplied by all who utilize these services. There should be a clear avenue of input for evaluation of the services provided to the state supported programs by College of Extended and International Education. Program effectiveness reports for the other programs receiving services through COEIE should include information on student and faculty satisfaction with those services.

Extended Education and Distance Learning are interdependent with University programs; College of Extended and International Education provides technology support, coordination, staff development, classroom space, and clerical assistance to such programs. Indicators of program effectiveness were presented as expansion of these programs. However, as noted in the 2001 AAPEC report, it is hard to make assessments of “program effectiveness” without information regarding enrollment and revenues and their relationship to expenditures. It is recommended that subsequent program effectiveness reports include such information.