

Bachelor of Arts in Public Administration

**Division of Politics, Administration and Justice
College of Humanities and Social Sciences
California State University, Fullerton**

Program Performance Review

Conducted during 2024-25

Program Self-Study

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1. Program Mission, Goals, and Environment

Introduction

The BA in Public Administration (BAPA) is one of three undergraduate degrees housed in the Division of Politics, Administration and Justice (the Division or PAJ). The program began as a concentration within the Political Science major, and in 2001, it became a major in its own right. Given this history, there is significant overlap between the faculty who teach in the Political Science program and those who teach in the Public Administration (PA) program, as well as the courses and high impact practices for the two programs.

In addition, the Public Administration program offers a Master in Public Administration (MPA) that is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and so has its own program review for accreditation. MPA accreditation takes a significant investment of faculty time and college resources due to NASPAA's required rigor.

This context explains why this is the first Program Performance Review (PPR) for the BAPA. In theory, the BAPA has historically been part of the Political Science PPR, but in practice this has not occurred. The BAPA is also not part of the NASPAA accreditation process. Thus, the program has unfortunately been overlooked, and the program faculty are now excited to be able to give the BAPA the attention it deserves. We look forward to helpful discussions and recommendations for the program.

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

The mission of the Bachelor of Arts in Public Administration at CSUF is to prepare students for ethical and effective careers in the public and nonprofit sectors with an emphasis on public service values.

The program tends to have an emphasis on local government as that is where many of our graduates find their career paths. Students benefit from taking 400-level courses that also enroll MPA students, learning from their insights and work experience. A key feature of the program is a requirement that students complete a public administration internship which gives them a practical perspective, as well as important experience to include on their resumes. In addition, a benefit of being part of PAJ is that it gives students ready access to experiential programs such as the Cal State DC internship program.

The learning goals for the BAPA program are that students will

- Demonstrate the ability to define basic concepts and theories of public administration.
- Identify the role of personnel administration and budgeting and finance in public administration.
- Demonstrate knowledge of the role of the administrative function in political systems.
- Demonstrate the ability to use quantitative research methods of public administration and public policy analysis.
- Understand how to acquire, analyze, and assess public organization information.
- Demonstrate effective written communication skills.

- Understand the role of public administration professionals as participants in public policy making and implementation.

The mission and goals of the BAPA program fit well with the University Strategic Plan. The BAPA program supports the University's mission through its commitment to critical inquiry and social justice, teaching students to be advocates for equity and inclusivity in their careers, and by contributing to the continued development of public servants in Orange County and beyond. We particularly emphasize the value of civic and community engagement as students learn how to be involved in every part of the public sector, from the local level to the federal government. Our curriculum and the high impact practices that we offer promote student success while allowing appropriate flexibility for our diverse students.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

Several trends in the field of public administration have led the faculty to make changes to the BAPA curriculum.

First and foremost, there is a strong emphasis on issues of diversity, equity, and inclusion (DEI). DEI topics are embedded in BAPA coursework, such as in the required course POSC 422 Human Resource Management which includes issues of workforce DEI. In addition, the program has developed the course POSC 423 Diversity in Public Management as an elective which focuses entirely on DEI issues; this course is being offered at least once per academic year. The program's commitment to DEI is also reflected in the creation of the Social Justice and Equity Transfer Cohort. This cohort promotes the success of incoming transfer students through an emphasis on issues of social justice and equity in existing BAPA courses (more is described below).

The program faculty have noted an increase in the number of students interested in the nonprofit sector, and to meet this need the program developed the course POSC 324 Nonprofit Organizations. This course covers the history and growth of the nonprofit sector, the structure and role of nonprofits, and best practices for nonprofit management.

Students have also demonstrated an increased interest in the field of public policy. In order to reflect this trend, the program added a public policy minor in Fall 2018. The program has also created several policy courses. POSC 425 Policy Analysis helps students develop the skills to understand and predict the outcomes and effects of public policy. POSC 426 Education Politics and Policy looks at the history and current context of public education from pre-K through higher education. And as an exciting addition, the program is offering POSC 428 Environmental Politics and Policy for the first time in Spring 2025. Beyond these offerings within the Public Administration program, students are also encouraged to take interdisciplinary courses such as PUBH 424 Health Policy.

There is an increase in the use of technology throughout the field of public administration. In order to reflect this trend, POSC 422 Human Resource Management includes a discussion of the use of AI, as well as the increase in the use of technology in telework. POSC 484 Urban Planning Methods is makes use of GIS technology and spatial analysis methods. By including awareness of technological changes in the curriculum, students are kept up-to-date on the latest developments.

The structures of the BAPA and Public Administration minor have also been revised in order to provide clearer direction to students and to stay up-to-date with the courses that are currently offered and trends in public administration.

As noted above, through all of these changes in the discipline, the program has maintained a focus on local government in California and particularly Orange County. We do this as the only Cal State in Orange County and because so many of our alumni work in Southern California in local government and the nonprofit sector.

C. Identify the unit's priorities for the next three (short term) and seven years (long term).

Our three-year priorities are as follows:

1. *Add a learning goal on DEI.* In writing the self-study, the program faculty identified that there is not currently a learning goal for diversity, equity, and inclusion. Our goal is to audit the curriculum to see where DEI is already included and where it could be added. These actions will ensure that DEI is regularly assessed and fully embedded in the program curriculum.
2. *Implement a blended program with the MPA.* During the most recent accreditation cycle, the external review team for the MPA program highly recommended creating a blended (or accelerated) program with the BAPA degree to support student success and encourage enrollment in both programs. The faculty agree and are working toward submitting this curricular change.
3. *Reinstate "Professor for a Day."* For many years, the program worked with the International City/County Manager Association (ICMA) to host a local city manager as a "Professor for a Day" for public administration classes. The city manager would visit several classes to discuss their experience, as well as meet with students for career advice. This was a popular event and beneficial to students, and so we would like to again partner with ICMA to bring it back to CSUF.
4. *Continue to improve retention and graduation rates.* The program has already taken steps toward this goal and will continue to work along these lines. There is improved advising in the college thanks to the tandem advising model. In addition, the Social Justice and Equity Transfer Student Cohort is designed specifically to address the needs of transfer students. In addition to these efforts, the program plans to conduct a focus group with BAPA students to learn more about their needs and how they can be supported. The public administration faculty are also continuing to plan events and guest speakers that will support both BAPA and MPA student learning.
5. *Increase enrollment in the BAPA.* Public administration is a "found major," and the program would like to continue to reach out to potential students to increase the number of majors. One way this can be done is by working with the tandem advisors to make sure they can point interested students to the major. Similarly, the program would like to work with students from other majors (including through the tandem advisors) to encourage them to minor in public administration as it can be a strong complement to the curriculum of other programs. For example, humanities majors may be interested in learning how to apply their knowledge to work in the public or nonprofit sector.
6. *Increase enrollment in the public policy minor.* The public policy minor does not have the enrollment that faculty expected, and so we are looking at revising the curriculum to streamline it and make it more attractive for students. We think this minor should appeal to students from a variety of majors such as economics, human services, and sociology, and through the curriculum change and working with tandem advisors, we look forward to growing the minor.

In addition, our seven-year priorities include the following:

1. *Continue to update the curriculum to ensure that it is current.* We plan to regularly revisit the program curriculum to ensure that it is up-to-date with the needs of the public and nonprofit sectors, as well as to ensure there is always full inclusion of DEI topics.
2. *Develop a stronger program identity for BAPA students.* In completing the self-study, program faculty see a need for high impact practices that make the BAPA program unique and give it a full identity as its own program. This could be done in several ways, particularly through revision of the curriculum. Some possibilities are the creation of a PA Student Association, developing a required BAPA capstone, and creating a BAPA service-learning course. The program particularly requests assistance with direction on this issue as it is important to the distinctiveness of the BAPA.
3. *Build a BAPA alumni relations and an alumni network.* With a program that has been in existence since 2001, we know that we have many alumni, and the faculty would like to reach out to them to reconnect and for opportunities to support current students through mentoring or other networking opportunities. The program will need the assistance of CSUF's Alumni Relations to accomplish this.
4. *Build community relations.* The MPA is well-known in the region, and we would like to similarly develop partnerships with the community to support the BAPA program. Similar to the development of a stronger BAPA program identity, faculty request assistance with direction on building community relations.
5. *Increase scholarships for BAPA students.* Finances are a significant barrier for many of our students, and so through improved alumni and community relations, we hope to provide additional scholarship support for BAPA students. The program will need the support and assistance of the development staff in both HSS and University Advancement to pursue this goal.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

The public administration program does not have Special Session offerings.

2. Program Description and Analysis

A. Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

During the period under review, the faculty made changes to the BAPA to provide it with more structure and direction for the majors so as to make the degree more distinctive. In particular, the program refined the requirements so that in place of 9 units of Urban and Public Policy, students now take 3 units in Politics and Administration, as well as 9 units in Public Management and Policy. The faculty believe that this change gives students a better focus on public administration topics while maintaining some flexibility in the choice of courses the students take. In addition, the program was changed to require

one methods/statistics class rather than two. The faculty believe that students gain more from taking an additional public administration class than a second methods course. This change first appeared in the 2020-21 Catalog.

The minor in public administration was slightly restructured as of the 2022-23 Catalog to better reflect current public administration course offerings and electives.

The minor in public policy was created and first offered in Fall 2018. The public administration program is currently considering curricular changes to this program.

No programs have been discontinued.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources. In particular, please discuss how the curriculum and/or programming reflects the University's commitment to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.

The BAPA program structure is as follows:

- Required Courses (12 units)
 - POSC 320 Introduction to Public Administration
 - POSC 321 Research in Public Management
 - POSC 421 Government and the Economy
 - POSC 422 Human Resources Management
- Politics and Administration (3 units)
- Public Management and Policy (9 units)
- Public Administration Internship Requirement (3 units; may be waived and replaced by an elective if the student has administrative experience in the public sector)
- Public Administration Electives (12 units)
- Related Fields (9 units)

Most of the courses in the program are offered in-person, but some are offered online (either synchronously or asynchronously) at the discretion of the instructor.

The required courses are fundamental to the field of public administration and provide a foundation for all students. The purpose of the politics and administration requirement is to ensure that students understand how politics interacts with the field of public administration. The public management and policy requirement ensures that students have a thorough knowledge of these areas to support them in their careers in the public and nonprofit sectors. The public administration internship requirement is one of the signatures of the program; it means that our graduates have practical experience in the public sector, and many students have found that their internships lead to jobs or help them find their first job after they graduate. The public administration electives are a curated list of courses that students can match with their interests such as policy, law, or planning. With its roots in a classical liberal arts degree, the BAPA also includes a large selection of three classes in related fields, primarily from the humanities,

social sciences, and business. These related fields allow our students to be well-rounded as they have a deeper understanding of social forces and the communities they plan to serve.

DEI is embedded in the BAPA curriculum. In particular, it is covered in POSC 320 Introduction to Public Administration and POSC 422 Human Resource Management, two courses required for all majors. Many other courses include DEI components as well, such as the courses on politics (these courses are offered in conjunction with the political science program which is also committed to including DEI in its curriculum). In addition, the program has added POSC 423 Diversity in Public Management which is a BAPA elective.

The public administration faculty are also committed to continuing to develop DEI in the curriculum. As noted above, we are going to add a DEI student learning goal, as well as audit the curriculum to ensure DEI is embedded throughout our courses.

C. Use data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates.

Based on Tables 1-A and 1-B in Appendix A, Public Administration is considered a "found" major, so the major does not typically have many FTF students. Instead, most students either switch to PA from another major or enter as transfer students. The program averages about four FTF and 12 incoming transfer students each fall. There may have been a slight dip in transfer students in Fall 2023, but it is too soon to tell if this is a trend. It should be noted that the number of transfer students who applied for the public administration major has decreased over time, but the number admitted and enrolled has stayed fairly constant. On the whole, the enrollment numbers for both FTF and transfer students appear steady over time, but these numbers should continue to be monitored.

While few FTF begin as PA majors, Appendix A, Table 3-A shows that those who do have a strong graduation rate with 100% of recent cohorts graduating within 6-years. There is slight evidence that students who entered during the pandemic may have struggled a bit more (the 2020 cohort has a 4-year graduation rate of only 29%), so their progress should be tracked. Equity gaps cannot be assessed for these students due to small numbers.

Appendix A, Table 3-B shows that transfer students have had a 4-year graduation rate of about 70%, with an indication that there may be a slight dip due to the pandemic (the 2021 cohort had a 3-year graduation rate of only 44%). No equity gap data was provided for these students.

Appendix A, Table 4 indicates a trend that requires attention; the number of degrees awarded by the program has been decreasing over time. From a high of 48 degrees awarded in 2017-18, the program awarded half that number in 2023-24 (with an average of 33 degrees awarded each academic year). If this decrease is due to the pandemic, the numbers should rebound, but the program needs to watch these numbers carefully and may need to improve outreach in order to increase the number of majors.

D. Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.

Tables 2-A and 2-B provide data on program FTES, but it must be noted that these numbers are for *all* political science courses, not just the public administration program. Practically speaking, it is not possible to provide data on FTES for the PA program alone because the faculty and courses are shared with the political science program. However, we can provide a discussion of the data in these tables.

Pert Table 2-1, after a period of some growth, the FTES for political science as a whole decreased during the pandemic, but the 2023-24 data shows a strong increase in FTES. The large number of students in the lower-division courses reflects the many sections of POSC 100 American Government that PAJ offers every semester.

Table 2-B shows the headcount and FTES specifically for public administration majors. As expected for a found major, the program typically has few lower-division students, and instead, most majors are upper-division. The FTES appear to have been on a downward trajectory during most of the period under study, with a low of about 54 during the pandemic. The data for 2023-24 is encouraging, however, as the FTES has increased to almost 64. Like the enrollment numbers, the program must watch this FTES data to determine if more outreach is needed to attract PA majors.

The program is currently able to staff classes for the PA major through both our tenured/tenure-track faculty and excellent adjunct faculty. This is discussed further below.

In terms of the student-faculty ratio SFR, this can only be calculated for political science as a whole, as FTES and FTEF are only available for all of political science. Actual FTEF has remained fairly steady over the period under study (Appendix C, Table 9), so the SFR has primarily changed as a function of enrollment. SFR averages 19.3 over this time, with a decrease during the two-year period of 2021-2023 when there was a decrease in enrollment (likely due to the pandemic).

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year), such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section 1.C (unit's future priorities).

Our three-year plans for curricular changes are as follows:

1. *Ensure that DEI is embedded throughout the curriculum.* This change matches our short-term priority to add a learning goal on DEI. Our plan is that we will audit the BAPA curriculum to determine where DEI could be added throughout our coursework. This change will in turn reinforce our DEI learning goal.
2. *Update the public policy minor to attract more students.* This change matches our short-term priority of increasing enrollment in the public policy minor. We are in the process of reviewing the public policy minor to streamline it and provide some direction through categories of coursework that will appeal to students from a variety of majors and disciplines. Our hope is that this change will bring more students into the public policy minor.

In addition, our seven-year plans for curricular changes include the following:

1. *Update the required courses for the BAPA.* This is an area in which the program is extremely eager for feedback and suggestions. The goal of changing the required courses would be to make the BAPA stronger and have more of its own identity, supporting the short-term priorities of continuing to improve retention and graduation rates and increasing enrollment in the BAPA. It also matches with the long-term priorities of developing a stronger identity for BAPA students.

In reviewing other public administration bachelor's programs, we find that two key courses are missing from our required courses: public finance and organizational theory. Thus, one option we are considering is whether the BAPA required courses should change to include a new 400-level public finance course and a new 400-level organizational theory course while moving POSC 421 Government and the Economy to the Public Management and Policy section of courses. An alternative would be to require students to take either the 400-level finance course or POSC 421 Government and the Economy, in addition to adding the requirement of 400-level organizational theory course.

While this change would be very beneficial to the program, the difficulty is that we do not have the faculty to make this possible. As discussed, public administration faculty are already highly engaged with the MPA program, and it would be difficult to regularly staff these additional required courses. Even with the possibility of an additional hire, we do not believe this would be enough to make this plan feasible. Given this difficulty, we appreciate any insights that could be shared to assist the program.

2. *Explore the creation of additional high impact practices (HIPs).* Again, the program is eager for feedback on this topic. The creation of more HIPs would make the BAPA stronger and give it more of its own identity, supporting the short-term priorities of continuing to improve retention and graduation rates and increasing enrollment in the BAPA. It also matches with the long-term priorities of developing a stronger identity for BAPA students.

In reviewing the BAPA program, we see that it would benefit majors to have more HIPs that are specifically designed for PA students. While shared HIPs are incredibly valuable, such as participation in Cal State DC, we think that BAPA students deserve programs that are focused on them with their interests and needs in mind. We are uncertain what these could be, but we have an idea that service-learning courses would be helpful to our majors, as well as a required capstone course. The difficulty is that these are experiences that require a great deal of faculty time and resources, and faculty do not currently have the capacity to create or offer these courses. We would likewise appreciate input on this long-term goal.

3. Student Achievement and Assessment

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

The BAPA program maintains a systematic three-year assessment rotation cycle for its seven Student Learning Outcomes (SLOs). The program's assessment structure consists of a single Assessment Coordinator who oversees assessment activities for both the undergraduate and MPA programs. While

there is no formal assessment committee, the coordinator facilitates data collection, analysis, and reporting of assessment findings to the full faculty.

A notable recent innovation has been the implementation of Google Forms for assessment reporting, which has streamlined the data collection process. Faculty now use a standardized four-point rubric through pre-populated forms to evaluate Public Administration student artifacts in their courses, enabling more efficient and consistent assessment data gathering for direct measures.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

The program has seven clearly defined Student Learning Outcomes that align with university strategic goals, undergraduate learning goals, and WSCUC core competencies:

SLO-01: Basic Concepts

Outcome Statement: Students will demonstrate the ability to define basic concepts and theories of public administration.

- Assessment Methods: A sample of exams and research papers from POSC 320 and POSC 422 were evaluated using a four-point rubric (1 = insufficient, 4 = excellent).
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: 2021-2022.
- Results: Assessment revealed that 72% of students achieved satisfactory performance, falling slightly below the target.
- Actions for Improvement: Due to challenges stemming from COVID-19 and small sample sizes, the program plans to reassess this SLO in the upcoming cycle with a focus on expanding data collection.

SLO-02: Personnel Administration and Budgeting

Outcome Statement: Students will identify the role of personnel administration and public budgeting in public administration.

- Assessment Methods: Essays and projects from POSC 320 and POSC 422 were scored along a four-point rubric.
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: Pending next cycle.
- Results: Pending analysis in the next assessment cycle.

SLO-03: Administrative Function

Outcome Statement: Students will demonstrate knowledge of the role of the administrative function in political systems.

- Assessment Methods: Direct evidence from exams and research papers in POSC 320 and POSC 422.
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: 2021-2022.
- Results: Met, with 82% of students achieving satisfactory performance. However, there remains a need for more robust data collection from POSC 422.
- Actions for Improvement: Prioritize data collection from additional courses to strengthen assessment validity.

SLO-04: Quantitative Methods

Outcome Statement: Students will demonstrate the ability to use quantitative research methods in public administration and policy analysis.

- Assessment Methods: Quantitative analyses and project-based questions from POSC 321 and POSC 407.
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: 2022-2023.
- Results: Met, with over 75% proficiency. Improvements are planned through enhanced data collection tools for broader sampling and validity.

SLO-05: Organizational Information

Outcome Statement: Students will understand how to acquire, analyze, and assess public organization information.

- Assessment Methods: Direct evidence from exams and papers in POSC 321 and POSC 407.
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: Pending next cycle.
- Results: Pending evaluation in the next assessment cycle.

SLO-06: Written Communication

Outcome Statement: Students will demonstrate effective written communication skills.

- Assessment Methods: Student papers from POSC 421 and POSC 422 were evaluated using a university-aligned written communication rubric.
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: 2020-2021.
- Results: Not met, with 69% of students achieving satisfactory performance. Common deficiencies included citation accuracy and technical writing skills.
- Actions for Improvement: Development of a comprehensive style guide for citation practices and enhanced emphasis on University Writing Center resources.

SLO-07: Public Policy

Outcome Statement: Students will understand the role of public administration professionals as participants in public policy making and implementation.

- Assessment Methods: Indirect assessment through internship supervisor reports and direct assessment from POSC 497 student work.
- Criteria for Success: 75% of students rated as satisfactory or better.
- Last Assessed: Pending next cycle.

Results: Pending evaluation in the next assessment cycle.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

The program has implemented several specific improvements based on assessment findings:

1. Written Communication Improvements:
 - Development of a comprehensive style guide covering MLA, APA, and Chicago formats.
 - Enhanced emphasis on University Writing Center resources.
 - Implementation of structured writing projects.
 - Greater emphasis on writing resources in syllabi and beginning-of-semester classes.
2. Quantitative Methods Improvements:
 - Development of a new data collection tool for more robust and reliable sampling.
 - Enhanced focus on measuring specific skills including hypothesis formation, research design, and statistical analysis.
 - Recognition of need for additional quantitative methods support throughout the curriculum. Perhaps this could be through a measured emphasis on data table reading across the curriculum.
3. Basic Concepts and Administrative Function:
 - Plans to expand data collection to include POSC 422 sections.
 - Recognition of the need for larger sample sizes.
 - Acknowledgment of COVID-related challenges in data collection.
4. Assessment Process Improvements:
 - Implementation of Google Forms for streamlined data collection.
 - Development of standardized rubrics.
 - Creation of pre-populated assessment forms.
 - Focus on gathering indirect measures of student learning outcome achievement.

D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).

The program currently relies primarily on direct assessment measures through course-embedded assignments and includes some indirect assessment through internship supervisor evaluations. Future assessment plans could benefit from incorporating additional measures such as:

- **Tracking Graduate School Acceptance Rates:** The program currently does not systematically track alumni acceptance into graduate or professional schools. Developing this capability would provide valuable insights into academic preparation and success.
- **Monitoring Job Placement Rates:** Systematic tracking of undergraduate alumni employment in the public sector and related fields would enhance understanding of program effectiveness.
- **Alumni Feedback:** Incorporating surveys or interviews with alumni to evaluate program impact and professional relevance.
- **Expanded Internship Data:** Increasing the use of internship supervisor evaluations to gain broader insights into practical skills and competencies.
- **Exit Survey for Internship Students:** The planned introduction of an exit survey in POSC 497, the internship course required for Public Administration students, will provide a new source of data on student experiences, post-graduation plans, and program impact. This survey will enable the program to better assess student readiness for professional roles and identify areas for programmatic improvement.

The BAPA program demonstrates a commitment to fostering transformative educational experiences and producing graduates equipped for impactful public service careers. By systematically assessing SLOs, adapting strategies based on findings, and planning meaningful improvements such as the introduction of an exit survey, the program ensures continuous advancement. However, tracking additional quality indicators, such as job placement rates and graduate school acceptance, will further enhance the program's ability to measure long-term success and effectiveness.

4. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor). Attach faculty vitae (see Appendix D).

The data in Appendix C, Table 9, is for all political science faculty as, again, there is not a way to separate the public administration program due to the significant overlap in faculty and courses. The data shows that the political science faculty has moved toward almost all tenured faculty rather than untenured. The actual FTEF has been fairly steady at an average of 37, but there is a noticeable decrease in 2023 to only 34 FTEF. Both the political science and public administration faculty have plans to hire tenure-track faculty which should increase the FTEF in the near future.

In terms of the core PA faculty, there is one assistant professor (Dr. Sean Angst), two associate professors (Dr. David Adams, Dr. Meriem Doucette), five professors (Dr. Shelly Arsneault, Dr. Elaine Frey, Dr. Sarah Hill, Dr. Myungjung "MJ" Kwon, Dr. Sam Stone), and one faculty in FERP (Dr. Yuan Ting). In terms of

changes over the period being studied, the core PA faculty experienced the resignation of one assistant professor and one professor, one professor entering FERP, the hiring of one assistant professor, and the addition of one professor from administration. With all of these changes, once Dr. Ting has completed FERP at the end of the Spring 2025 semester, the PA program will be down one core faculty member and will need to hire a tenure-track faculty member in order to maintain its current program. We hope to be able to engage in this search during the next academic year.

Public administration core faculty vitae are provided in Appendix D.

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

With our hope for a tenure-line search next academic year, the greatest needs of the program are for a faculty member with expertise in public finance and general public administration. However, this hire would essentially be a replacement of Dr. Ting, so it will not allow for any growth of the BAPA program, such as the ability to create, staff, and require public finance and organizational theory courses. The need for public finance is to address the needs of the MPA program, and then a second hire who can teach general public administration courses would be a help to both the BAPA and MPA programs.

With an additional hire beyond one next year, we might be able to consider expanding the required BAPA courses, but we are uncertain that even this would allow us to expand high impact practices for the BAPA program.

As explained above, both of these changes are desirable for the BAPA program so that it is a complete public administration degree and fully prepares students for work in the public and nonprofit sectors. With many public sector employees expected to retire in the coming years, now is a great opportunity for the BAPA to support students joining the workforce, but given the constraints identified, we are unsure how to make these changes.

C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.

All decisions about the BAPA curriculum or new course submissions are made by tenure line faculty. When we have revised the BAPA curriculum, this is through discussions and votes at tenure line faculty meetings. To be sure, input from lecturers is valued as they have insights or suggestions about courses or curriculum, but the decisions are made by tenure line faculty.

In the Division, teaching assistants are only used for large POSC 100 American Government courses, which have enrollments of up to 120 students. The BAPA is made up entirely of classes at the 300- or 400- level, taught by tenure line faculty or qualified lecturers. Lecturers must have a master's degree in a relevant subject area to teach 300-level courses, and they must have a terminal degree to teach 400-level courses.

Looking at the 2024-25 academic year, in fall 2024, 25 sections of courses were offered by the Division which met requirements for the BAPA, and 10 of these were taught by tenure line faculty (40%), with the

remaining sections taught by lecturers. For spring 2025, 26 sections of courses are being offered by the Division which meet requirements for the BAPA, and 13 of those are taught by tenure line faculty (50%). We believe these percentages are low and point to the need for additional tenure line faculty in order to offer a complete BAPA program. We greatly value our excellent lecturers, but it is also important to ensure that students regularly interact with tenure line faculty.

5. Student Support

A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

For most of the period under review, the structure of advising for the BAPA program was that the Division had graduate assistant advisors who could answer basic questions about major and minor requirements, and in addition, a faculty member was assigned to be the BAPA advisor and answer more in-depth questions or submit degree audit exceptions when needed.

Recently, the College has implemented a tandem advising model in which professional staff advisors are assigned to each major; the BAPA program shares a full-time tandem advisor with the political science program. This structure benefits students, as the tandem advisor has many advising hours devoted to meeting with students and can build relationships with them over time. If the tandem advisor has a more complex question or needs assistance, they can confer with the public administration coordinator. We are excited about this advising model because we believe it increases student access to advising, but it has only been in place for about one and a half years, so the College is still in the process of assessing its effectiveness.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

Internship Requirement. All BAPA students are required to complete an internship if they do not already have public sector or nonprofit experience; this requirement is met by taking POSC 497 Internship in Public Administration. Even before the semester starts, the faculty member assists students in finding an internship placement through community connections the program has built over many years. In addition, class meetings also include career public administrators (often CSUF alumni) who share their experiences and advice with students. Students frequently say that this class is very helpful to them in their professional development. This class is currently taught by lecturer Antonia Castro-Graham (also a CSUF alum) who has many connections with potential internship placements. About 15 BAPA students take this class each semester. If a student has the internship requirement waived because of their previous experience, they replace the class with another PA elective.

Cal State DC. For almost 20 years, the Division has sponsored the Cal State DC program which provides CSUF students from all majors with the opportunity to intern in Washington, DC for the spring or summer semester. This program is typically led by a political science faculty member, and it has been an excellent opportunity for many BAPA students over the years. Not only does working with a government agency or nonprofit meet the internship requirement for majors, but they also have the amazing experience of spending significant time learning and networking in Washington, DC. Typically, one or two BAPA students participate in this program in an academic year.

Sacramento Semester. For several decades Sacramento State has sponsored the Sacramento Semester program and provided Cal State students with the opportunity to intern in Sacramento during the spring semester, including internships with government agencies (which meets the BAPA internship requirement). Sacramento State operates the program and each CSU has a campus liaison who promotes the program and assists students with applying; the CSUF liaison is Dr. Hill. Typically, one or two BAPA students participate in this program each year.

Social Justice and Equity Transfer Cohort. In order to promote the success of BAPA transfer students, the Division created a cohort for incoming public administration and political science transfer students (it is open to both majors). To participate, in their first semester at CSUF, transfer majors enroll in the two cohort classes, POSC 300 California Government and Politics and POSC 320 Introduction to Public Administration. The classes are offered back-to-back and in the same classroom, so the students are together and able to build comradery. The cohort offers tips for CSUF success, alumni speakers for professional development, advising, and field trips. A key objective is that students build peer support that will be beneficial to them all the way through to graduation. In addition, the cohort features a theme of addressing issues of social justice and equity. The cohort was developed and is taught in the fall semester by Dr. Arsneault and Dr. Hill.

Scholarships. The BAPA program has two scholarships that are specific to majors. The MPA Alumni Scholarship is funded by CSUF MPA alumni and \$1000 is awarded each fall to a student who is a junior or senior. The Stacy R. Mungo Endowed Scholarship Fund awards one \$750 scholarship to a PABA major each year; the recipient must be a full-time student, demonstrate financial need, be a US citizen or legal resident, and have a cumulative GPA of at least 3.0.

As discussed above, the program faculty are considering whether the BAPA program should have more high impact practices specifically for our majors, but the difficulty is that the faculty do not currently have the capacity to develop or teach them. The program is eager for suggestions on how best to proceed.

6. Resources

A. Itemize the state support and non-state resources the program/department received during the last seven years.

Table 10-A in Appendix E shows the state support for the entire Division of Politics, Administration and Justice as it is not possible to identify public administration's support alone. Here we primarily note that

the funding for faculty travel to conferences and professional development has not increased in many years, despite significant inflation. Faculty currently receive \$500 a year for travel and an additional \$600 for professional development (which can be used for travel, as well as other professional development opportunities).

The BAPA program is fortunate to have funding for some scholarships. The MPA Alumni Scholarship awards \$1000 each fall to a student who is a junior or senior. The Stacy R. Mungo Endowed Scholarship Fund awards one \$750 scholarship to a PABA major each year; however, this fund is administered by the Dean's Office rather than the PA program because it has a requirement that the recipient must be a US Citizen. Beyond this, the public administration program has a general Foundation account (The Public Administration Excellence Fund), which can be used to support programming for both the PABA and MPA programs. The combined balance of the MPA Alumni Scholarship Fund and the PA Excellence Fund was about \$8820 in 2019-2020, and the combined balance was about \$13,910 in 2023-24. We are encouraged by this growth but will need support from the development staff in both HSS and University Advancement to continue to build these funds, as well as to create additional scholarships for BAPA students.

B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.

On occasion the BAPA program makes use of a computer lab classroom for the course POSC 321 Research in Public Management, but this is dependent on the instructor's preference. Most recently, computer lab classrooms have not been requested.

At times the program will also make use of large classrooms that seat 100 students in order to teach a super section of an introductory course. Most often this is for POSC 300 California Government and Politics (which is also a large GE course), and this is perhaps once a year.

Beyond these uses, special facilities and equipment are not required for the program and we do not anticipate any future.

C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven years, and any specialized needs such as collections, databases, etc.

The program faculty find that the current library resources are sufficient for the program and we do not have any specialized needs or requests. We would like to note that the excellent support of the library staff is greatly appreciated, as well as their regular requests for materials that would support faculty.

7. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

Increase enrollment. The first long-term goal for the program is to increase enrollment in the BAPA and the public policy minor. As described above, we have several strategies that we believe will help. We will work with the College's tandem advisors to ensure that they know about the program and can refer students who might be a fit for public administration or public policy, either the major or the minors. Specific to the public policy minor, we are in the process of revising the curriculum to make it more attractive to students. In addition, as we continue to improve retention rates, this will support increased enrollment as well. The indicator we will use here is the change in enrollment in the BAPA programs.

Improve graduation rates. In order to improve graduation rates for both FTF and transfer students, we are going to ensure that DEI is embedded throughout the curriculum and continue to support student participation in high-impact practices, and ideally, we will be able to develop additional HIPs specifically for BAPA students. Our indicator will change in graduation rates; for example, we are tracking the students who participate in the Social Justice and Equity Transfer Cohort in order to determine its effect on student success.

Update the curriculum, particularly for DEI. As we are adding a DEI learning goal for the BAPA and auditing our curriculum to ensure that DEI is embedded throughout, this will be an important curricular revision. We will also monitor developments in the field of public administration to ensure that the BAPA curriculum is meeting the needs of the public sector and nonprofit workforce. We will measure the DEI learning goal as a regular part of the assessment of our learning goals.

Develop a stronger identity for BAPA. The program faculty believe that there is a need to give the program a stronger identity, most likely through the development of additional HIPs. We also plan to create a Public Administration Student Association (PASA) for students to plan events and build social connections. This goal will be measured by the creation of additional BAPA HIPs and the creation of a PASA.

Increase scholarships for BAPA students. We know that finances are a significant burden for our students, and so we have a goal of increasing the scholarships awarded to students in the program. This takes significant work, but could be part of the next goal to build alumni and community relations. We will measure this by the amount of scholarship dollars awarded to BAPA students each year.

Build alumni and community relations. We are planning to offer a regular newsletter and social media for outreach to alumni and community partners. Building this network of support would allow the program to involve alumni and other professionals in student events, classroom panels, and perhaps even a mentoring program. Importantly, this can be done in conjunction with the MPA program to make best use of program resources. We would like to develop a plan to maintain this important communication. Building these relations will be measured by whether there is a PA newsletter each semester and the number of social media posts each semester.

B. Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals.

The long-term plan for the BAPA complements and supports the University's new Strategic Plan in several ways (this plan is available at <https://planning.fullerton.edu/>). First and foremost, our plan matches CSUF's values of student success and diversity, equity, and inclusion. These are key parts of how we would like to continue to develop the BAPA program.

In addition, our plan implements the following University objectives:

Objective 1.1 “Expand flexible pathways to reach and attract diverse learners to access our academic offerings.” One of our short-term goals is to implement a blended program with the MPA degree, and we believe this will make our academic offerings much more accessible to students. In addition, as we offer a minor in public administration and revise the minor in public policy, we are offering access to additional learning opportunities.

Objective 1.2 “Provide equitable, engaging, and innovative learning experiences to foster students’ ability to apply the knowledge, skills, and cultural awareness gained through their academic programs.” Our long-term plan will meet this objective by focusing more on DEI in the curriculum and looking at ways to provide additional high impact practices.

Objective 1.3 “Ensure equitable, innovative, and comprehensive academic support to guide students throughout their academic and career pathways.” Our program focus on building alumni and community relations will create opportunities for BAPA students to explore both academic and career pathways through these important connections.

Objective 2.3 “Revitalize financial support and basic needs support to enhance student success.” As we are able to increase the scholarship funds awarded to BAPA, we will be providing additional financial support to benefit student success.

C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.

A primary method for measuring our results will be through the continuation of program assessment of our student learning goals. In particular, we will be measuring student learning for our new DEI learning goal. Program assessment is an annual process.

Recruitment and retention will be measured through enrollment and graduation rates, data which we can request from the Office of Institutional Effectiveness and Planning (OIEP). In order for there to be time for us to implement changes and see their impact, we plan to look at this data in five years to determine what progress has been made.

High impact practices will be measured through the number of HIPs offered and the number of students who participate in them. We anticipate looking at the evidence for this progress in five years. We also plan to create a Public Administration Student Association within the next two years.

Building alumni and community relations will be measured by the number of entries our network database and the number of communications sent each year, both via newsletter and social media. Our goal is to build this network over the next five years.

Increasing scholarships for BAPA students will be measured in the amount of scholarship funds awarded each year. Fundraising takes a significant amount of time and resources, and so we anticipate this being a long-term goal over the next seven years.

D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit’s priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this

section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

At this time the greatest concern of the BAPA faculty is the need to hire an additional tenure-line faculty in order to maintain the current program. We are hopeful that the University and College will support this during the next academic year. Beyond this, if we hope to grow a unique identity for the BAPA program through more robust required courses and HIPs, we will need at least one more tenure-line faculty hire.

In recent years, the 3-3 teaching load has been critical to being able to provide both BAPA and MPA course offerings and high impact practices. The MPA program is time-intensive for faculty due to the extensive accreditation requirements. In order to continue to maintain both of these programs, it is key that the 3-3 teaching load continues.

CSUF has a strong foundation on the teacher-scholar model, and the PA program enjoys operating in this environment. However, in addition to the 3-3 teaching load, faculty need more support. In particular, funding for conference travel has not increased in many years, despite significant inflation. We are concerned about the ability to continue our research, as well as to attract and maintain diverse faculty, if faculty are not provided with more professional development funding.

The College has recently supported PAJ in the hire of a staff member whose focus is on high impact practices in the Division. This is an encouragement and will be a great help as the BAPA program is able to develop any additional HIPs. We ask that the College continue to support the current staffing level in PAJ in order for us to develop the identity of the BAPA program.

Appendix A. Undergraduate Degree Programs

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2017	49	19	6
2018	59	34	5
2019	48	24	0
2020	59	44	7
2021	46	29	5
2022	53	38	1
2023	28	22	5

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2017	84	23	12
2018	82	26	10
2019	81	32	11
2020	81	42	15
2021	60	29	16
2022	54	30	14
2023	41	34	9

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2017-2018	406.93	270.90	677.83
2018-2019	408.00	298.33	706.33
2019-2020	463.73	303.23	766.95
2020-2021	463.55	316.00	779.55
2021-2022	399.20	266.03	665.23
2022-2023	405.70	253.23	658.93
2023-2024	493.50	252.58	746.08

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per Headcount
2017-2018	14	11.37	96.5	70.50	110.5	81.87	0.74
2018-2019	15.5	14.57	84	61.47	99.5	76.03	0.76
2019-2020	6	5.57	79.5	57.73	85.5	63.30	0.74
2020-2021	9.5	9.23	78.5	59.43	88	68.67	0.78
2021-2022	14	13.57	68	50.20	82	63.77	0.78
2022-2023	8	7.03	61.5	47.43	69.5	54.47	0.78
2023-2024	12	11.43	67.5	52.20	79.5	63.63	0.80

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2014	9	44.4%	66.7%	66.7%	N/A	50.0%
2015	7	57.1%	57.1%	85.7%	20.0%	16.7%
2016	3	33.3%	100.0%	100.0%	0%	0%
2017	4	100.0%	100.0%	100.0%	N/A	N/A
2018	5	100.0%	100.0%	100.0%	N/A	0%
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020	7	28.6%	N/A	N/A	N/A	N/A

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2014 non-UR six-year graduation rate – 2014 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates*

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2016	22	45.5%	63.6%	77.3%
2017	12	50.0%	83.3%	83.3%
2018	10	50.0%	60.0%	60.0%
2019	12	25.0%	50.0%	50.0%
2020	15	53.3%	73.3%	80.0%
2021	16	37.5%	43.8%	N/A
2022	14	42.9%	N/A	N/A

*Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2017-2018	48
2018-2019	33
2019-2020	38
2020-2021	31
2021-2022	35
2022-2023	21
2023-2024	24

Appendix C. Faculty

Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	25	9	0.5	0.5	3	37.0
2018	23	9	0	0	4	36.0
2019	23	9	0	0	6	38.0
2020	23	9	0	0	7	39.0
2021	28	3	0	0.5	7	37.6
2022	28	2	0.5	0.5	8	37.3
2023	27	1	0	1.0	7	34.0

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Appendix D. Faculty Curriculum Vitae

Appendix E. Resources

Table 10. Resources

Table 10-A State Support
Political Science - PA

Year	State OE (Including Travel) (1)	Student Assistants (1)	Professional Development (1)	Total State Support	CSFPF Accounts (2)	Comments
AY23/24	\$ 50,000	\$ -	\$ 15,300	\$ 69,100	\$ 240,246.96	
AY22/23	\$ 52,000	\$ -	\$ 17,100	\$ 69,100	\$ 224,879.50	
AY21/22	\$ 53,500	\$ -	\$ 18,600	\$ 72,100	\$ 133,425.45	
AY 20/21	\$ 35,860	\$ -	\$ 16,000	\$ 51,860	\$ 122,804.77	Reduction in state allocation due to budget reduction
AY 19/20	\$ 55,000	\$ 22,000	\$ 19,500	\$ 96,500	\$ 70,576.37	

(1) Fiscal year allocations are for the Division of Politics, Administration and Justice

(2) Balance as of June 30th of the fiscal year for PA specific accounts only.

Table 10-B

Public Administration CSFPF

Acct #	Account Name	Fund Purpose	AY 23/24	AY22/23	AY21/22	AY 20/21	AY 19/20
30035	Lawson Internship in Public Service Scholarship Endowment	To support MPA (MA in Public Administration) students interning in the public or private sector who must forgo other earned income while they receive the experience of a public sector internship."	119,390.50	107,907.84	27,215.14	30,389.24	9,719.89
			19,341.86	18,793.84	22,008.46	25,257.36	46.80
30049	MPA Alumni Scholarship Fund	The MPA Alumni Scholarship Fund was established by a gift from Claudia Keller, a 2017 graduate of the Master of Public Administration program. This award was created to help students with financial need complete their undergraduate coursework as they prepare for a career in public service.	7,337.37	8,887.47	8,487.37	5,087.37	3,450.50
30202	Public Administration (PA) Excellence Fund	To fund PA / MPA Program needs within the Department of PAJ	6,574.14	7,732.25	5,906.62	4,854.12	4,769.25
30240	Irving Stone Fund	The Stone award is given for the most outstanding paper written during the previous year by a graduate student in an MPA course. Application process: Students and faculty may submit papers. The awardee is determined by the Department Public	963.37	1,063.37	1,163.37	1,163.37	1,263.37

		Administration Committee after reading essays submitted for consideration. The Division may elect not to issue this award.					
30242	Alan Saltzstein Scholarship Fund (formerly MPA Scholarship Fund) -	Named after Dr. Alan Saltzstein (Emeriti Professor of Political Science), this fund provides scholarships to outstanding Masters in Public Administration students (10/15/10)	7,732.51	9,360.51	10,538.51	11,919.01	12,800.13
30247	MPA Internship Account	To fund internships within the MPA graduate program	11,001.99	12,551.99	11,529.49	10,529.49	11,554.49
30580	City Management Fellowship Program	Funds from the account would be used for a variety of purposes related to CMFP program costs including student stipends, books and other related material, workshops, conference attendance, professional association memberships, travel costs, and receptions.	67,905.22	58,582.23	46,576.49	33,604.81	26,971.94
			\$ 240,246.96	\$ 224,879.50	\$ 133,425.45	\$ 122,804.77	\$ 70,576.37