

# Program Performance Review

## Self-Study

Division of Politics, Administration, and Justice

Political Science: BA and MA

Public Administration: BA

## I Missions, Goals, and Environment

**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 Division of Politics, Administration, and Justice (PAJ) is a complex organization that consists of three undergraduate and two graduate programs. Within PAJ are: Bachelor of Arts degrees in Political Science, Criminal Justice, Public Administration, and the Masters in Political Science and in Public Administration. Additionally, the Division offers 6 minors with curricula either entirely or mostly within the Division.

The Chair is responsible for all three portions of the Division. An elected Executive Committee makes decisions on Division policy, and also advises the Chair. The political science coordinator and the public administration coordinator each supervise the respective masters programs and advise the Chair and the Vice Chair on course schedules and curriculum. The Vice Chair assists the chair generally, but is primarily responsible for developing the Division's course schedules. The Division provides assigned time equal to one course each semester for these positions (in addition to the campus-mandated assigned-time for the coordinators of graduate programs).

The Criminal Justice Department has recently completed its own PPR, and is not included in this review. However, we will make reference to Criminal Justice as it relates to the overall work of the Division. In a related vein, our Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration's Commission on Peer Review and Accreditation (COPRA). COPRA is the specialized accrediting body for master's degree programs in public affairs, administration, and policy, and is recognized by the Council on Higher Education Accreditation. The CSUF MPA program was last accredited by CORPA in 2010; we are currently in the midst of the major effort to meet our accreditation renewal, and the MPA program is not included in this review.

The Division is a major part of the College of Humanities and Social Sciences and the University itself. The Division (including Criminal Justice) normally represents about 4.6% of all University FTES, and more than 13% of College FTES; of that Political Science (including Public Administration, and both masters programs) represents a large portion (7-9% of the College). Because of our focus on public affairs, the Division is often at the point of University outreach and contact with the wider community.

A major in political science prepares students for law school, government employment on the local, state and national levels, foreign service, teaching, business, journalism, or leadership in civic and political activities. Specific details on the learning goals of each program are listed in Section IIIB.

The reasons for pursuing a master's degree in political science are as diverse as our students. Some want to continue a formal education as a way of further understanding politics while they continue in their present profession. Others want to teach at the secondary or community college level or go on to pursue a doctorate and teach or conduct research at the university level. A number of students use the

master's degree to gain entry into government positions at various levels or to pursue careers as political consultants or aids to elected officials. Other students wish to pursue a graduate degree before applying to law school.

Public administration features focused study and preparation for service in public agencies or in nonprofit organizations. Public administration majors study the larger political environment of public service and the concepts and goals that underline such functions as budgeting, personnel, policy analysis and management. Students without professional public service backgrounds gain experience through the government internship.

Since the last PPR, a number of senior faculty either completed or started their retirements or left the university. The department has made new hires to either replace them or shift resources to underserved areas. On net, however, the department has seen the core of faculty shift more towards the Associate/Full ranks (though most Full Professors are within several years of their promotion). We thus anticipate that the bulk of our faculty will remain in the department for some time.

**B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).**

The number of majors in political science is declining nationwide; between 2008 and 2013, the number of political science/government degrees awarded in the US declined an estimated 4.5%, according to data reported by the American Political Science Association. We have seen those trends mirrored in our own student population. A further discussion of this issue is found in section II.D

The passage of SB 1440 presaged an era when students would transfer in to CSUF with a much larger number of Political Science courses taken. Combined with trends we were seeing in students taking courses because they fit their schedules rather than because of substantive interest, the Department made a curricular change. Effective Fall 2013, our majors were required to take an additional POSC elective at the 400-level. Recognizing that the lower unit requirements for our major were part and parcel of our true commitment to a liberal arts degree program, we reduced the number of "related-fields" courses that students had to take from three to two, keeping the total unit requirement the same. Further potential curricular changes are discussed in section II.E.

The biggest change in the political science discipline in recent years has been an increased focus on causality and replication in published work. We have not responded to this change; we have found that educating our students in the basics of research methods and statistics is challenging enough and we have not sought to engage higher-order concepts until these basics are mastered.

Writing this report after the election of Donald Trump, we have not adjusted our curriculum to reflect this, but numerous faculty have discussed incorporating lessons into their existing courses.

Public administration as a discipline has been showing an increased interest in non-profit organizations and management. Political Science 324 was proposed and added to the curriculum to deal with that

Finally, we have noticed a shift in focus among all of our students (GE, Political Science, and Public Administration) to issues of policy rather than politics or administration. We have proposed a new minor in Public Policy to accommodate this demand. New hires will allow us to offer new courses in this program that will keep it fresh and vital; if the minor shows appeal, we have faculty able to develop curriculum in that direction. See section II.A for more details.

**C. Identify the unit's priorities for the future.**

Our immediate priorities are curricular changes to the major and increasing the number of students taking our classes. We are hopeful that the PPR process will give us some useful feedback on which of our proposed steps seems most promising. The curricular changes are discussed in section II.E, while the discussion of enrollments is in section II.D

Beyond these priorities, the Division as a whole has been discussing changes to our Retention, Tenure, and Promotion (RTP) standards for quite some time. Older language and understandings among that group of faculty have led to a need for updating and discussion among the younger generation of scholars that now make up our faculty.

**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.).**

In 2006, we began a Washington, D.C. summer internship program under the overall direction of the Dean of the College of Humanities and Social Sciences. Students enrolled in our classes through summer school offerings in Extended Education. In Spring of 2013, we also began offering the program in spring semesters, and we now call it Cal State DC. In addition to a professional internship in Washington, students also take a class taught by an on-site faculty member through the summer. Under the direction of Professor Stephen Stambough, this program enhances educational benefits to students through service learning and internships. Cal State DC has also been a way to develop relationships and an active alumni network within Washington, D.C., helping to increase external sources of revenue through grants and alumni donations. The program has won internal grant support from the University's Robert and Louise Lee Collaborative Teaching Award and Mission and Goals grants. The Cal State DC program has become the central organizing structure for most CSU campuses with students in DC internships. Such students sign up through Extended Education. Cal State DC is one of the Division's "High Impact Practices" that we are quite proud of.

Along these same lines, Division faculty have been active participants in study abroad programs (Pamela Fiber-Ostrow has led students to Italy multiple times; Mark Redhead has led students to England; in Criminal Justice, Stacy Mallicoat has led students to Italy and Jarret Lovell has led students to South Africa). Additionally, Professor Robert Castro has recently developed a program to study the issues related to borders generally (and the US/Mexico border, crime, and immigration specifically) over the intersession periods. Beginning in the classroom, students immerse themselves into academic literature, lectures, and discussions that bring diverse interdisciplinary perspectives to the study of immigration, crime & justice at the U.S.-Mexico border. Field research and travel to the border itself (Calexico)

provides students with a unique first-hand account of the gritty, complicated, and sobering world that is the border zone. Students are enriched bi-nationally by being able to interact with Mexican human rights advocates that travel to the U.S. side of the border to meet with CSUF students

## II Program Description and Analysis

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

The department has made some changes since the last PPR (2010), but particularly seeks input on a number of contemplated changes or challenges (see section II. C-E)

As noted before, effective Fall 2013, our majors were required to take an additional POSC elective at the 400-level. Recognizing that the lower unit requirements for our major were part and parcel of our true commitment to a liberal arts degree program, we reduced the number of “related-fields” courses that students had to take from three to two, keeping the total unit requirement the same.

As also noted above, the Division also proposed a new minor in Fall 2016. This new Public Policy minor is cross-college, though we consider it to still be wholly a social science program. The new minor (see Appendix) requires students to take 6 units of commonly offered courses in Political Science (a policymaking course and a methods course) and 3 units of introductory economics (Microeconomics), in addition to 9 units of courses from a list made up of mostly Economics and Political Science courses. We feel this minor is likely to be popular among our own majors (both Political Science and Public Administration), but also among majors such as Economics, Sociology, Human Services, History, and Counseling. The Economics Department in the Mihaylo College of Business agreed with our assessment and helped us craft the proposal.

### **B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.**

The undergraduate political science major is structured to allow students the ability to specialize while also building a schedule that meets their individual needs (like work schedules). As such, it is very flexible. The major requires only 2 specific courses: POSC 200 (Introduction to the study of Politics) and POSC 340 (Political Philosophy). Methods is required, with a choice between a course that focuses more on design (POSC 321: Research in Public Management) or on statistics (POSC 407: Polls, Statistics, and Political Interpretation). Students must take breadth courses in 4 of 5 fields: American politics, public administration, comparative politics, international relations, and public law. Students take 7 electives, 3 of which must be at the 400-level (this is a change since the last PPR). Finally, we require students to take 2 courses in related-fields, for which there is a rather extensive list of courses in other departments.

As can be seen, the guiding principle in the current structure of our major is choice. Even within the breadth requirement of 4 courses, two of the subfields offer choice (and we are strongly considering reallocating courses so that three of them have choice).

At the graduate level, our requirements are focused more heavily on breadth. The master's degree requires 2 courses in each of American politics, political theory, and cross-national politics (comparative politics and international relations), one course in methods, and three additional electives. There is no choice for the theory courses, as we only offer two graduate theory courses. Choices are limited in the other fields, as we only offer 3 courses in cross-national and 3 core and 2 ancillary courses in American politics. The philosophy behind this is that the master's degree is most commonly used either to prepare for a PhD. program or for a career in community college teaching, and both areas suggest breadth of preparation is necessary—even if, in the case of the PhD., it leads to later specialization.

**C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree.**

While the number of graduates held steady through 2013, by 2015, the number of graduates had declined significantly. While the number rebounded in 2016, we have returned to numbers of graduates similar to 2004-2005. This is our most immediate and pressing problem, and while it is likely rooted in social forces, we need to do what we can to address it.

Our program appears to have grown in popularity; 14% more freshman and 25% more transfer students applied to be Political Science majors at CSUF from 2011 to 2015. Admission rates have gone down (as would be expected), but in the last two years of data, this has yielded us noticeably smaller pools of admitted students (288-317 versus 335-346 in the years before), leaving us very vulnerable to a lower enrollment yield rate (as we saw in 2014-2015). The patterns are similar among our transfer applicants as well, such that even a high yield rate in 2014-2015 couldn't overcome the low admissions rate that year. Whether this means our major is simply becoming more popular among lower-achieving students or the increasing pressures of other majors are forcing admissions standards to squeeze our students out is unclear.

We have seen concomitant declines in our upper-division enrollment; our upper-division courses enroll approximately 7% fewer students than a few years ago; approximately 56% of this decline is due to fewer courses being taken by our POSC majors. Some of the decline in political science majors has been taken up by smaller increases in our public administration major; we do not view this as any kind of loss. But, we have noticed the smaller numbers of our POSC majors in our 400-level courses.

Another lens on this can be gleaned from the simple headcount of total majors. Table 2-B presents these data. The data suggest that the small incoming cohorts of both freshman and transfers in 2014-2015 significantly impacted the total number of students, lowering our total count to approximately 360.

However, current data (as of this writing) indicates that we currently have a headcount of 385, suggesting that the impact from this particularly small 2014-2015 cohort will work its way through our program shortly. That said, we are not at the levels of 2004-2009 (400-430 headcounts); there seems to have been a measureable step down in the attractiveness of political science then, with fluctuations up and down.

Related to this problem is the size of our graduate program. The program has shrunk to a level that is not sustainable in the long term. While we have undertaken efforts to increase the size of the program, the number of inquiries and applications is simply not where it was.

Upper-division GE enrollments have been declining. The declines vary by course and year, but are approximately 25% (this analysis excludes CRJU majors in our cross-listed courses POSC/CRJU 320 and 322, as it is difficult to tell if students are using those for major or GE requirements; in this way, these data differ from those in Table 2-A, where CRJU majors are taking up some slack in our GE enrollments, particularly through POSC/CRJU 320). Enrollments in our GE courses have not declined much in this period, whereas our 400-level courses have seen substantial declines. Our majors are taking as many of these GE-listed courses as they can, seemingly avoiding the 400-level courses. This is due in no small part to the availability of the courses. In a survey we undertook in Spring 2016, 42% of our majors gave “it fits my schedule” as their top reason for picking a course (85% picked the reason as one of their top 5 ranked choices of 10 choices)—no other reasons for picking a course were even as close to as popular as this one. Our faculty believes that the GE students in our classes provide a valuable source of different experiences and biases that benefit our majors, and that our courses offer valuable experiences and knowledge to non-majors (in addition to the more prosaic concerns over meeting enrollment targets).

Put simply: we are noticing a decline in popularity of our classes for students outside the major, and hiccups in the number of majors are having second- and third-order effects. We seek input on any suggestions for how we could arrest this trend. We realize that we are partly tilting at societal windmills, but that doesn’t obviate the need to try.

We are also working to increase our graduation and retention rates. In one of our initiatives, Professor Sarah Hill has been contacting students who have discontinued enrollment without graduating who are seemingly close to graduation. She has found a relatively large number of students who are 1-2 courses shy of graduating; in many of these cases, the students actually think they have graduated! These students won’t show up as 6-year graduates or even as persisting in their 7<sup>th</sup> years, because they stopped out, but we are getting students degrees that otherwise wouldn’t have them. We have been updating our advising procedures to catch these students earlier; the most common problems are completing the major and GE but not the 120-unit requirement or getting failing grades in their final semester that they don’t realize denies them credit. This analysis has also suggested to us that many of our non-graduating students are dropping out relatively soon in their college careers or with low GPAs.

While time to degree is not reported in the data available, we can analyze the graduation rate data for some clues. For each entering cohort in the data, the differences between the 5-year and 6-year graduation rate are negligible. In fact, the differences between the 5-year graduation rates and 7<sup>th</sup>-year

persistence are quite small. A similar pattern can be seen among the transfer cohorts, looking at the 3-year graduation rates compared to later years. The conclusion that the department has reached is that we are providing enough access and our curriculum is flexible enough that the vast bulk of our students that graduate, do so within 5 years (though few do within 4). If a student doesn't graduate in 5 years, they are unlikely to have persisted. Given that we have very purposeful rotations of our classes by semester and times and days, we feel that a failure to graduate our program within 5 years (or 3 years for transfers) is due to dropping out. Professor Hill's work with the Dashboard data suggests that some of them leave *thinking* they have graduated, but many more drop out due to either poor academic performance or other reasons within their first 1-2 years. The students that aren't graduating in a timely fashion have left, and usually without having taken a single class or seeing a POSC advisor once. We do not have data directly on this, but we suspect that the large bulk of our students that we have in major courses are graduating "on time" for their life circumstances; where students seem to be falling through the cracks is in those first couple of years, before they take our major courses.

Additionally, we have committed ourselves to keeping an advising office, staffed by graduate assistants, open for 20+ hours a week, during the most popular advising times. Thus, students have been able to get advising if they come looking for it. However, we have found that penetration of what advising resources we have made available to the students is lacking. Surveys of our students suggest they are unaware of all the advising services we offer. The department likely needs to improve our website to improve on this situation, but there may be other solutions we haven't thought of.

The progress in our graduation rates has been slow. The analysis of these data is complicated by a few factors. First, both the first-time and transfer student data seem to have outliers at endpoints in their data, making an over-time analysis difficult. However, looking at the raw data in Tables 3-A and 3-B reveals no real patterns of change. Digging deeper, an analysis of these data that excludes students who changed majors (on the assumption that those students graduating or not is more of a consequence of their eventual major than their initial declared major) also suggests no real change in our graduation rates over time.<sup>1</sup> There could be improvement or regression in these data; they are simply too noisy to discern much of a pattern that is different from constancy.

Further complicating matters is that students clearly transfer in or out of our major often. Analysis of these students is complicated, but in Fall 2012, we performed an analysis of the Fall 2009 cohort. POSC was a net gainer of majors (22 switched in versus 16 switched out; 18 versus 16 when "undecided" students are dropped). While this analysis is somewhat dated, we believe this indicates that students that take our courses tend to switch to us; the most common time when students switched into or out of the major was as sophomores (the vast bulk of our classes are at the junior and senior levels). While

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<sup>1</sup> There has been a slight improvement in the overall graduation rate of students who enter as declared majors regardless of what major they graduate with. Given the overall flexibility of the major (51 units of GE + 48 units of major, 6 of which may be double-counted with GE, and all of our breadth classes count as GE if a student is a non-major), this suggests that students who declare a Political Science major but change are certainly not hurt by the experience. While this speaks well of the department for being understanding that a 19-year old might not have figured out what truly interests them yet, it doesn't suggest that our efforts to increase our own majors' success have yielded much fruit.



“Undecided” is the most common “major” for those who switched in, we still had a net gain of students (and largely from similar majors as those we lost majors to).

**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.**

The department has usually been able to meet or exceed enrollment targets. As Appendix III, Table 9 shows, we routinely generate 1370 FTES. We generated 1474 FTES in 2015-2016, but we believe this to be an aberration produced simply by the department faculty offering more POSC 100 that year; in fact, lower enrollments in POSC 100 in 2016-2017 left POSC not meeting (or at least being close to meeting) its FTES targets for the first time in years (our target having been raised in 2016-2017 because of our success in the previous year). The department believes that we can meet the older level of SFR/targets on average, but would appreciate indulgence in variations produced by classroom and faculty availability for the large sections of POSC 100 (which serves many more students than does all of our major classes). Furthermore, it is difficult to count our FTES as a department alone; all Public Administration courses are POSC courses, and the much larger Criminal Justice major (with over 1300 majors) ends up filling up a number of our cross-listed courses, such as POSC 320, 322, and 422. For these reasons, as well as comity within the Division, we have generally preferred to look at our enrollment targets as a Division rather than as a program. In this regard, the Division consistently yields FTES above 97% of its target, and usually 103% or greater.

At the graduate level, the department is very concerned about the shrinking enrollments in the MA in Political Science program (the MPA program is, as noted earlier, externally accredited and not covered in this report.) We have discussed whether the program is sustainable. We have made efforts to increase recruitment of students, but we face a challenge in that the degree itself is not seen as particularly valuable outside of the niche of higher education. We continue to make efforts to increase recruitment, and have seen the numbers of students increase very slightly. However, we suspect that changes in the value of the degree (we have heard that a number of local high school districts no longer actively seek teachers with an MA in Political Science) are outside of our control. While not immediate, the department feels that if the program does not show signs of growth in the next several years, we would move to suspend it ourselves.

Upper-division GE enrollments have been declining. The declines vary by course and year, but are approximately 25% (this analysis excludes CRJU majors in our cross-listed courses POSC/CRJU 320 and 322). Enrollments in our GE courses have not declined much in this period, whereas our 400-level courses have seen substantial declines. Our majors are taking as many of these GE-listed courses as they can, seemingly avoiding the 400-level courses. Our faculty believes that the GE students in our classes provide a valuable source of different experiences and biases that benefit our majors, and that our courses offer valuable experiences and knowledge to non-majors (in addition to the more prosaic

concerns over meeting enrollment targets). Thus, we have been contemplating changes, as detailed in the next section, with the goal of getting our majors to take fewer of our GE courses and more of our 400-level courses.

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

We are considering a number of changes to the POSC major to make it more rigorous and focused for each student, and less the product of the whims of scheduling. Those potential changes include:

- Realigning our courses under the breadth requirements to move POSC 315 (Politics and Policymaking in America) to the Public Administration category, and add POSC 305 (State and Local Politics) to the American Politics category
- Increasing the requirement of 400-level courses to 4 (Our concern here is that this will restrict transfer students or students doing study away programs, but we are favoring this proposal on balance, absent further information)
- Adding a capstone course requirement (with choice among 4 fields: American, Cross-national, Theory, or Public Administration)
- Adding in the option of concentrations

Each of these changes addresses a different problem, most of which are curricular rather than the concerns over numbers of majors or graduation rates. The changes are primarily aimed at the “schedule fit over substantive interest” problem we are having among our majors, pushing our students into classes that are better fits for them intellectually rather than temporally. We would appreciate any feedback on these potential changes.

We have also proposed a new minor in public policy. This minor includes courses in both our college and the Mihaylo College of Business and Economics. We proposed this minor because we have found our students increasingly more interested in public policy than in politics (one of our more crowded classes is POSC 315: Politics and Policymaking in America, and students have been increasingly writing papers that deal more with policy than politics or administration.) This minor builds on the strength we have developed in hires in recent years in both political science and public administration.

**F. Include information on any Special Sessions self-support programs offered by the department/program.**

The Washington, D.C. Internship program was established in 2006, and is now called Cal State DC. Approximately 450 students have completed the program in its first decade. Our program also serves as a hub for other CSU campuses and has included students from Cal Poly Pomona, Sonoma State, CSU Chico, CSU Northridge, Long Beach State, and San Francisco State. Students work in offices ranging from Congressional office, executive agencies, consulting firms, and non-profits. Although approximately 60% of the students who have been in the program have been either Political Science or Public

Administration majors, the program is designed to be interdisciplinary in nature and has attracted students from Criminal Justice, Communications, Philosophy, Business, Biochemistry, and many other majors on campus. The program is critical to the establishment and maintenance of a vibrant alumni network. The alumni network led to the establishment of an endowment to support the program and an operating budget of approximately \$20,000 annually to support students participating in the program. This program also provides an opportunity for faculty to spend a semester or summer in Washington, D.C. to teach, conduct research, and do outreach with our alumni network.

### III Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

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

While the learning goals are relatively similar in tone and areas for the BA and MA programs, the assessment plan for each of them is fairly different logistically (although similar in general approach). The BA program has seven learning goals which are assessed in pairs on a rotating basis annually. We assess two learning goals each year, with one year in the 4-year cycle having only one learning goal assessed. The MA program has five learning goals. The assessment of four of the learning goals takes place annually, whereas the fifth is assessed through a final project in our required methods course. The assessment is coordinated by the department assessment coordinator (currently Professor Matthew Jarvis). The major changes to assessment since the last PPR is that it is now performed. While learning goals had been articulated in the last PPR, there was no assessment plan in place. There now is an assessment plan in place.

- 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.**

Student learning goals for the programs are listed below.

#### Student Learning Outcomes for the B.A. Political Science

1. Students apply political science methods correctly.
2. Students must be able to explain the relevance for politics and policy making of formal political institutions, rules, and processes in the U.S. and cross-nationally.
3. Analyze the roles of class, race, gender, religion, and ideology in the U.S. and cross-nationally.
4. Students must demonstrate that they can write proficiently at an upper-division college level.
5. Students demonstrate information competence.
6. Students understand and use interdisciplinary knowledge important to the study of politics.

7. Students can define basic political science concepts and theories.

The SLOs are assessed using two primary methods: paired faculty review of coursework (usually papers) from selected courses and/or students, and focus groups.

The assessment plan was only put into place recently, so only SLOs 1, 2 and 3 have been assessed so far. Students were found to demonstrate mastery of political science methods through their methods coursework. Students were found to have a basic appreciation of the roles of differences (class, race, gender, etc.), but that was found to be at a rather simplistic level, with little nuance or sophistication. Finally, our assessment methods for SLO #2 did not yield us very useable results, with the assigned work in the chosen required course often not tapping into the question well. When this assessment cycle is complete, we plan to revisit the question of whether the assessment instrument, the learning outcome, or our curriculum deserves improvement.

#### Student Learning Goals for the M.A. in Political Science

1. Understand the relevance for politics and policy-making of formal political institutions, rules, and processes in the U.S.
2. Understand the relevance for politics and policy-making of formal political institutions, rules, and processes cross-nationally
3. Understand the relevance for politics and policy-making of non-institutional aspects of politics, including the roles of class, race, gender, religion, and political beliefs in the U.S.
4. Understand the relevance for politics and policy-making of non-institutional aspects of politics, including the roles of class, race, gender, religion, and political beliefs cross-nationally
5. Understand the relevance of classical and contemporary political philosophy to the study of politics
6. Demonstrate proficiency in the use of various tools of analysis, including library research, computer skills, and data analysis techniques
7. Be able to think and write clearly, critically and intelligently about topics relevant to the program and to defend claims in writing and orally at a level appropriate to a graduate degree

The assessment plan was only put into place recently, and with only one student taking comprehensive exams in Fall 2016, our results are considered preliminary (as they are based on one student). This one student's performance was regarded as satisfactory for the cross-national SLOs (#2; #4 was not an appropriate SLO to evaluate given the student's choice of comprehensive exam question), unsatisfactory for the American SLOs (1 & 3), and weak (mixed "needs improvement" and "satisfactory" for SLO 5. The writing portion of SLO 7 is the only part that was assessed (as the student failed the written portion and needed to repeat their comprehensive exams in the spring); evaluations were mixed.

#### Student Learning Goals for the B.A. in Public Administration

1. Understand and use factual knowledge about the role and function of the public and nonprofit sectors of society, including understanding the role of the administrative function in political systems
2. Acquire factual knowledge of the role of personnel administration, public budgeting and finance in the creation and implementation of public policy
3. Understand the role of public administration professionals as participants in the creation and implementation of public policy
4. Develop skills in acquiring, analyzing and assessing information in public and nonprofit settings
5. Understand models of politics and governance as they relate to the role of administrative agencies and processes, particularly their role in democratic systems
6. Be provided with the opportunity, through internships, to experience public administration directly
7. Be able to think and write clearly, critically and intelligently about public administration

The PA assessment committee developed SLOs through PA faculty meetings in 2014 and generated evaluation criteria and rubrics for determining whether or not the SLOs are met. From 2014 to 2015, the committee collected the written assignments and exams of PA undergraduate students from PS and PA courses (e.g., POSC 320, 422, 421. etc.) and assessed student competency levels regarding SLOs 1, 2, 3, and 4. According to assessment results, most of the PA undergraduate students exhibited either good or fair competency in regard to SLOs 1, 2, 3, and 4, and a few students exhibited excellent competency. Thus, the committee concluded that SLOs 1-4 were met based on the assessment results. Also, the committee suggested that the PA undergraduate program provides assistance, such as graduate student assistants, for a small segment of PA students who exhibited poor competency for SLO 4 to improve their competency in demonstrating knowledge of research concepts, computer application, and information management applied to public administration and policy analysis.

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

While our assessment has only been formalized more recently, the department has always been engaged in the practice of assessment informally. For example, in the Fall 2010 semester, the program changed the written MA comprehensive exams from a weeklong take-home exam format to three in-person, three-hour exams. In Fall 2016, we reverted to a take-home exam. In both instances, the changes were brought about because of faculty conversations following the exams and changes in the size of the program.

In Fall 2013, as earlier indicated, we changed the undergraduate major, adding an additional 400-level course in Political Science, while reducing the number of related-fields courses by one. While this change was not made in reaction to formal assessment processes, it was made because of concerns

among the faculty over the course choices we were seeing our students make. Thus, while formalized assessment has only recently been a part of the department, informal self-conscious curriculum decisions have been part of the department culture for some time.

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

The internship courses (pre-law, public administration and political science) each collect written feedback from the internship coordinators. While this information is primarily used by the instructors of the internship courses, they do report any concerns they see arising to the department or PA faculty. There is no formal report made to the department from this, but we do rely on what potential employers tell us about the students we send them. We do not have any other additional quality indicators.

**E. Many department/programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?**

Our department has only recently begun offering any courses online, with POSC 100 approved and POSC 300 and 320 having been submitted for approval to be offered online. The department is only offering these sections in summer and intersession, and has been getting reports from the faculty involved as to their success. As we have only offered POSC 100 online twice (as of this writing), we have little data, but the faculty member who taught the course (Justin Tucker) indicated that students clearly attempted to do the course by cramming and doing as little work as possible. Following his experience, our proposals to teach courses online have included more tactics to force students to do reading and pace themselves. The course is being taught online in Intersession 2017 by Meriem Hodge and the department will get an update from her once that is completed and she has gotten student feedback.

Cal State DC relies heavily on the faculty site visits and intern supervisor reports for our assessment of the program. We believe our high rate of placement of interns with offices that previously have hosted interns speaks for itself; numerous offices, in fact, hold internship spots in reserve for students from our program. Alumni fundraising also gives us valuable feedback on both the program itself and on our fundraising efforts, since the process of fundraising involves so much direct contact with our alumni.

## IV 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/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank**

**(assistant, associate, professor) (See instructions, Appendix IV) (Attach faculty vitae see Appendix VII).**

As can be seen in Table 9, the distribution of our tenure-track faculty has skewed more towards tenured than untenured in recent years. A large hiring initiative from 2005-2008 (the initiative slowed down once the recession hit) explains this shift, as those faculty have moved from junior to tenured ranks over the current period under review. We have two full professors in the FERP program now; we may see another two faculty enter the FERP program before the next PPR, but that is all that is anticipated in the medium-term future. We, thus, expect the bulk of our faculty to be with the department for some time. We should have a significant number of younger full professors to be the core of the department for the next couple of decades.

**B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.**

One area of need that the department has identified, but not prioritized, in recent searches has been the need for a methodologist. We have a number of faculty who can teach methods (Jarvis, Stambough, Ting, Tucker, and Xiao, primarily), but the shifting of students to the Public Administration major increases the demands on methods instruction somewhat, particularly with respect to time-of-day when sections are offered. Given that a number of our faculty can cover methods when needed (and the availability of a lecturer for methods whom students seem to really appreciate), we have found this to be a second priority in our searches recently, but we need to address this deficit eventually.

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

This Division has long been committed to teaching by full time faculty, supplemented by a capable corps of part time faculty. In Spring 2017, before an unanticipated last-minute leave, we had 50 sections staffed by full-time faculty, and only 14 staffed by part time faculty. Fall 2016 was similar, with 22 sections taught by part time faculty (including our lecturer, Don Matthewson) and 60 sections taught by full time faculty.

Our full time faculty take on almost all teaching upper division and graduate classes. If one considers Dr. Matthewson to be full-time faculty, as we tend to treat him in practice, no graduate courses were taught by part-time faculty in 2016-2017. The Division adopted a policy in 2016 that formalized a long-time practice: only faculty with terminal degrees are assigned to 400-level courses, absent exigent circumstances. Student assistants have been involved as aides to political science faculty in the very large Political Science 100 classes, in which enrollments can reach as high as 230 students. While budget cuts eliminated the use of graduate students to assist faculty in the classroom, we have since been able

to restore the practice, though providing them for large sections of POSC 300 (California Politics, a GE course that many students have to take because of AP credit for POSC 100) is only sporadic.

**D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.**

There has been significant faculty participation in Cal State DC. In the 11 years of the program, sixteen different faculty members taught one or more of the classes in DC. While the faculty were originally mostly from Political Science or Public Administration, faculty from Criminal Justice, Sociology, History, Communications, Women's Studies, English, and African-American Studies have also been part of the program. Of the faculty that have taught classes in DC, 6 are Political Science or Public Administration, while 10 are from other disciplines. Interested faculty members are chosen through a process involving the program Faculty Director, former faculty instructors in the program, and the Dean of the College of Humanities and Social Sciences.

## V Student Support and Advising

**A. Briefly describe how the department advises its majors, minors, and graduate students.**

At our last PPR, the department was facing the prospect of our then-current model being no longer sustainable. Undergraduate advising was then dependent on faculty largely donating their time without compensation. Since that time, we have created an undergraduate advising office for the Division which is staffed by graduate students. This office is open 20 hours a week (Monday-Thursday, as we have found that Fridays are almost always totally unused) during prime times. These graduate students are able to handle many of the most common advising questions. Students who have more complicated questions requiring advice about graduate school, careers, or complications with coursework that require some kind of intervention (like exceptions to department or university policy) are referred to a faculty advisor. In this way, the majority of students are able to get advising quickly. If there is a problem with this system, it is that our students do not seem to be particularly aware of it, as was noted earlier. Students encounter advising when they reach out to faculty or staff for assistance; it is not intrusive.

Graduate advising is handled by our graduate program coordinator (currently Professor Sarah Hill). Graduate students have numerous university requirements for advising and are few in number, so they get mandatory advising around having completed their first 9 units in the program. We also have orientation sessions for incoming graduate students. Our graduation rate for our MA students fluctuates, but this is due to students having variable levels of either interest or ability to complete our program. (Sadly, some of the students who apply to and are accepted by our program are simply not prepared to do graduate level work.)

**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 supported? List the faculty and students participating in each type of activity and indicate plans for the future.**



To an unusual degree, the Division has developed and expanded programs to encourage beyond-the-classroom learning experiences for our students. We believe these programs to be true jewels. These include:

- **Model UN:** The Division has been offering the POSC 361 Model United Nations course every year in the spring since 1990, under Professor Choudhury Shamim. It has a cap of 20 students. We get budget support from the campus IRA, however, this funding has been cut dramatically in recent years, and we are truly worried about funding the program in full. Our program is nationally and internationally known. We regularly compete in three conferences each year: the National Model UN Conference in New York; the Inland Empire Model UN Conference in Riverside; and the Harvard University Model UN Conference in Cambridge. Our students routinely win individual delegate awards, and we usually have at least one delegation receive either an Outstanding or Distinguished Delegation award as well.
- **Moot Court:** Moot Court ([mootcourt.fullerton.edu](http://mootcourt.fullerton.edu)) began as a class in the Fall 2007, under Professor Pam Fiber-Ostrow. In the ten years of offering the class enrollment has peaked at 18 with a recent enrollment of 12. The class (POSC/CRJU 471) prepares students to compete in the American Collegiate Moot Court Association regional and national tournaments. (Please see <http://falcon.fsc.edu/mootcourt/> for more information). Qualifying tournaments are held across the country; recently the Western regional has been held at CSU Fresno. The tournament had 28 teams from 9 different schools. Based on performance at the regional tournaments, teams must qualify to compete in the National Tournament, the location of which rotates yearly. We have qualified for the National Tournament every year we have competed in an extremely competitive field dominated by small well-endowed liberal arts colleges. The class prepares students to argue in front of an appellate court. CSUF has won a two qualifying tournaments, and twice placed second, as well as earning top 3 speaker awards at both the qualifying and national tournaments. Finally CSUF regularly places in the top 10 national tournament for brief writing, winning the national tournament in 2012 and again in January 2017.
- **Cal State DC:** Cal State DC is described in many other places in this report, so the description here will be brief. Faculty in the department that have participated in this program are Shelly Arsneault, Robert Castro, Sarah Hill, Matthew Jarvis, and Stephen Stambough.
- **Nixon Library:** In 2006, the National Archives and Records Administration appointed Dr. Timothy Naftali to be the first director of the Richard Nixon Presidential Library and Museum, transitioning that private institution into the newest member of NARA's presidential library system. Professor Spitzer worked closely with the new director to forge a strong partnership between CSU Fullerton's Department of Political Science and the Nixon library (Naftali left his position in 2014). He brought the director to campus multiple times, to speak not only to faculty in political science and history, but also to campus administration about ways that the two institutions could work together productively. As part of this effort, in 2012 and 2013, Professor Spitzer produced two student research conferences at the Nixon library, working closely with the library's Education Director – Dr. Mindy Farmer – and faculty at a number of neighboring

universities and colleges. In addition, as part of his presidency course, Professor Spitzer routinely brings students to the library for archival research, and a number have presented their work at undergraduate research conferences (SSRIC). Moreover, students in all of his classes have attended public lectures at the Nixon library. Currently, Spitzer is partnering with the Nixon library and Prof. Lori Cox Han of Chapman University, to host an academic conference on the US Presidency, tentatively slated for the fall of 2018.

- Constitution Week: The Department is regularly tasked with putting together a program for the federally-mandated Constitution Week. This is a significant undertaking from a planning perspective. Faculty who have contributed to these efforts include Robert Castro, Pamela Fiber-Ostrow, Matthew Jarvis, Stephen Stambough, and Scott Spitzer; Robert Robinson (our newer faculty member with relevant expertise) will be involved in future events.
- City manager in residence: We have participated in the International City/County Management Association (ICMA) City-Manager-in-Residence Program for the past eight years. This program brings an experienced city manager to campus for several days each spring. The CM-in-Residence delivers class lectures and attends events. In 2016 we were fortunate to host Jennifer Cervantes, City Manager of Rancho Santa Margarita. During her time on campus, she lectured in three classes and participated in a roundtable discussion with undergraduate Public Administration majors that emphasized trends and job search in the public service. At every class, she presented on topics relevant to public administration in general and local government in particular. This program provides students with a practitioner's "in-the-trench" perspective on the challenges and rewards of working in local government and other issues related to leadership and career development. It also helps promote and attract students into local government and offer students and faculty an opportunity to network directly with a city manager.
- The CSU Center of Academic Excellence Intelligence Community Scholars Program, under the direction of Professor Valerie O'Regan, is a multiyear, multi-million dollar grant program from the U.S. Intelligence Community that we share with four other CSUs. The IC Scholars Program is designed to provide mentoring and networking opportunities for our students to make them more competitive for intelligence related jobs, both in the U.S. and abroad. This program includes internships, summer language programs, teleconferences and writing seminars. When the initial grant expired, we applied for and received a five-year grant to continue the program.
- The Division offers a prelaw internship, under Professor Robert Castro, as well as public administration internships required for our PA undergraduates under Professor Shelly Arsneault. We have recently revived our local internship course for POSC undergraduates under Professor Meriem Hodge, and with the support of the Office of Governmental Affairs, created the Orange County Fellows program, in which local and state government offices are working with our students to deliver meaningful internship experiences, and students get some funding to subsidize doing an internship (as opposed to working).
- Town Hall: The "Town Hall Meeting" (THM) program is designed to better engage Introduction to American Government (POSC 100) students, academically and civically. Offered in 3 - 6 sections of the POSC 100 course each academic year, the THM has impacted approximately

5000 CSU Fullerton students since its inception in 2011/12 as a pilot program. In 2013/14, the program was awarded funding from the California State University Chancellor's Office as a promising course redesign, and from 2014 – 2016, Professor Spitzer was the state-wide lead faculty member in political science for this "Proven Course Redesign", for the CSU Chancellor's initiative. Since the spring of 2014, each spring semester two or three POSC 100 sections participate in a large culminating Town Hall Meeting.

The core components of the program include:

- Small-group collaborative learning communities;
- Research, writing and group discussions of policy issues throughout the semester;
- Involvement of faculty from multiple disciplines as moderators of student-led breakout sessions
- Involvement of local elected and appointed government officials as discussants in student-led breakout sessions.
- Presentation of policy analysis and proposed solutions to other students, faculty and local government officials;
- Participation in large-scale public event led by students, with involved faculty and local government officials.

In the spring of 2014, Professor Spitzer, working collaboratively with Professor Lori Weber at CSU Chico, conducted a survey research project on the THM, to study its impact on the academic and civic engagement of POSC 100 students. Along with participating THM adjunct faculty member Karalee Darnell, Professor Spitzer presented this research at the Western Political Science Association (WPSA, 2015), and with Professor Weber at the American Political Science Association (APSA, 2015). He is currently working with Professor Weber to conduct a new quasi-experimental research project for two POSC 100 courses he is teaching in the spring of 2017 – one with the THM and one without.

## VI Resources and Facilities

### **A. Itemize the state support and non-state resources received by the program/department during the last five years.**

Given that we are part of a division where all three majors have agreed to and happily work with the same budget, it is difficult to separate out the Political Science or Public Administration budgets. Aside from faculty salaries, the only relevant item is Faculty Travel and Professional Development. These figures vary each year; some years are better than others. On average, we are able to take the Dean's allocation of funds to the Division and distribute that such that faculty get \$600 for their first conference and \$400 for their second conference in an academic year, in addition to the \$600 of professional development funds made available. However, the Division utilizes Foundation funds from the California Criminal Justice and California Politics texts to supplement the funds. A Division problem for some time has been that our staff level has been low for a Division of our size, with one ASC and 2.5 staff in the Division office. Recently, the retirement of a long-serving half-time staff person led to the position being reclassified as full-time; this has led to increased

support capabilities, particularly for our graduate students (and applicants to our graduate programs).

**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 five years and prioritize needs for the future.**

Political Science, in order to make our 3-3 schedule work, needs to rely heavily on the very large (230-250) person classrooms on campus, of which there are only two. While we have first rights to these classrooms, it is only for three timeslots. In most years, we have been able to put together the requisite 8-10 sections of POSC 100 in these classrooms, but that has grown more problematic recently. In particular, we can often only book the large classrooms at very undesirable times, like 7-8:15am twice a week or 7-9:45pm once a week. We have also noticed that MWF time slots are faring poorly for our major classes, so we have shifted those to twice-weekly meetings (and then still utilized our assigned rooms on Fridays for once-weekly courses). However, the same trend of students not wanting to take classes on Fridays (or, at least, thrice-weekly) has been impacting enrollments in POSC 100 as well; four of our regular timeslots for POSC 100 are thrice-weekly. As it is, POSC 100 is offered either: MWF in the AM, TuTh in the afternoon (4:00-5:15 or 5:30-6:45) or early mornings (7:00-8:15am), or once a week at night. We feel that this may be hurting our chances to enroll potential majors (with such an undesirable class schedule, they may choose to enroll in another GE course in an early semester, thus, by the time they get to us, they have all picked majors) and even make targets (we suspect that a number of students are taking POSC 100 at community colleges, even if they are native CSUF students, because they offer the courses at better times and/or online). Getting the use of one of the very large classrooms during a desirable time, even only in Fall or Spring semesters, would really be helpful.

A statistical analysis of classroom "ownership" relative to both FTES and the number of class sections found that the entire Division of PAJ (our classrooms, like our budget, are allocated to the Division) is disadvantaged in terms of classroom allocation. The numbers show that even if all of the classrooms set aside for PAJ are filled to capacity, the Division still is significantly under target and not able to serve student need. Being at the low end of the scale means the Division must spend significant staff and chair/vice-chair/coordinator time each semester scrambling and begging for class space to meet our needs. In addition to the time (and thus money) spent doing this, it also reduces the ability to schedule based upon student and faculty need. Scheduling is often based on room availability instead of faculty preferences and student needs. In comparison, other departments have total room capacity of almost twice their FTES target. This analysis was submitted to the Dean's office and in order to more adequately serve our student and scheduling needs, this inequity should be addressed. While we are thankful to the Dean's Office for working out an arrangement to get us the use of an additional half-classroom (we get first rights to the room on MWF only), given the massive size of Criminal Justice, we are constantly having to remake the schedule and offer classes at inopportune times. Spreading ourselves to night and early morning classes may also be hurting our GE enrollments. In short, we would characterize the Division's need for additional classrooms to be critical.

Some of our methods instructors prefer to use the College's dedicated computer labs to teach their methods courses. While scheduling these is somewhat troublesome (as we often have to adjust our schedules to accommodate when those labs are available), this is a manageable problem and the computer labs are a valuable asset.

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

Library holdings, while not at the level of an R1 university, are generally found to be adequate by the faculty, though some faculty have been vexed by service levels, dated materials, or lack of access to certain online resources (Hein Online, for example). Fortunately, CSUF is still a member of ICPSR (through the SSRIC, to which a member of the department has often been the primary campus representative) as those databases are especially important for the Political Science faculty. The long period in which library materials were all inaccessible for browsing (due to earthquake damage that has now taken years to fix) was way too long. Budget cuts along with the increasingly predatory behavior of large academic journal publishers have forced the library to make a number of cuts, so our problems in this area are likely not unique to our department, university, or any corner of academia, but as a CSU, our library was already operating on a bit of a shoestring budget to begin with.

## VII 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.**

The Department is strongly committed to the preeminence of student learning, backed by a faculty whose research and service complement teaching in and out of the classroom. Our long term plan is to improve the structure of the curriculum and co-curricular activities to maximize student success; to better evaluate the results of our teaching; to enhance opportunities for faculty research that will feed back into the classroom; to advise our students to graduate in a timely fashion; and to continue to serve as a key entry point for the University into the public affairs of the community.

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

The long term plan of the Department, as described above, is fully consistent with the strategic plan of the University. Goal 1 of the Strategic Plan asks us to prepare our students to participate in a global society; that is inherent to the study of political science. It also asks that we respond to workforce needs; scholarship on what those needs actually are highlight the importance of critical thinking, ethical judgment, written and oral communication, and applied knowledge—not specific majors with specific skills. We adapt our courses and co-curricular activities to do just those things.

Goal 2 of the Strategic Plan asks us to improve our graduation rates and narrow achievement gaps. Our commitment to this is seen through our committing Division resources to advising students (including an office on the 5<sup>th</sup> floor of University Hall, which has meant requiring FERP faculty to share offices, or even share an office on another floor, so that the students and advisors are close to faculty and staff) and to offering our classes on rotations so that part-time and full-time, daytime and night students can all graduate as fast as their life circumstances allow.

**C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.**

The Department will continue to explore methods for assessment of outcomes in pursuit of our goals of promoting student learning and lifelong success. For our masters' programs, this has meant reexamining the concluding assignments before granting a degree in order to assure that the goals of student learning have been achieved. For our upper division classes, we will be seeking to "close the loop" on the assessment process by revamping our learning outcomes and assessment processes as we complete this first full cycle of assessment in the coming years.

**D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?**

The unknowns in the state budget process make projections extremely difficult. The rumored future changes of tying funding for the CSU system to various metrics instead of FTES are particularly unclear for their impacts on our department, for it is unknown how such funding would be translated to the campuses, within the campus to the College, and then to the Division within the College. Moreover, given the discussion above of how many students transfer in and out of our major, it is difficult to assess how well we are doing on a number of metrics. Given that the number of majors has not increased for some time and that our physical space in University Hall is full, we are likely to only seek to replace faculty. Given the difficulties in scheduling classes as well as the fill rates in our specialized offerings at the 400-level, the department feels that further increases in our target (and/or SFR) are likely unattainable; we already get the students for POSC 100/POSC 300 that Title V gives us, and trends in the popularity of the major seem to be out of our hands.

For new funding, a matter that has become quite serious in recent years has been the funding of our High-Impact Practices. The campus has pushed departments to do more of these practices. In our case, this was already an integral part of our Division culture generally, but our department culture specifically.

## VIII Appendices Connected to the Self Study

1. Undergraduate Degree Programs
2. Graduate Degree Programs
3. Faculty
4. Resources
5. Long-term planning (see section VII)
6. Curriculum Vitae of faculty
7. Advising Worksheets