

# EVERGREEN MASTER OF PUBLIC ADMINISTRATION

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ANNUAL REPORT  
FOR 2017-2018



the  
evergreen  
state  
college

# DIRECTOR'S STATEMENT

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Letter from the director goes here.

**DOREEN SWETKIS, PH.D.**

Director, Master of Public Administration Program

# PROGRAM OVERVIEW

The MPA program consists of 60 quarter-credit hours. All students take two years of Core (6 hours/quarter; total = 32 hours), typically with their cohort, and 28 hours of a combination of required and elective classes, depending on their concentration. All concentrations culminate in a Capstone course or an optional thesis...

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## OUR GOAL

- ① Think Critically & Creatively
- ② Communicate Effectively
- ③ Work Collaboratively
- ④ Embrace Diversity
- ⑤ Value Fairness & Equity
- ⑥ Advocate Powerfully On Behalf Of The Public
- ⑦ Imagine New Possibilities & Accomplish Positive Change In Our Workplaces & In Our Communities



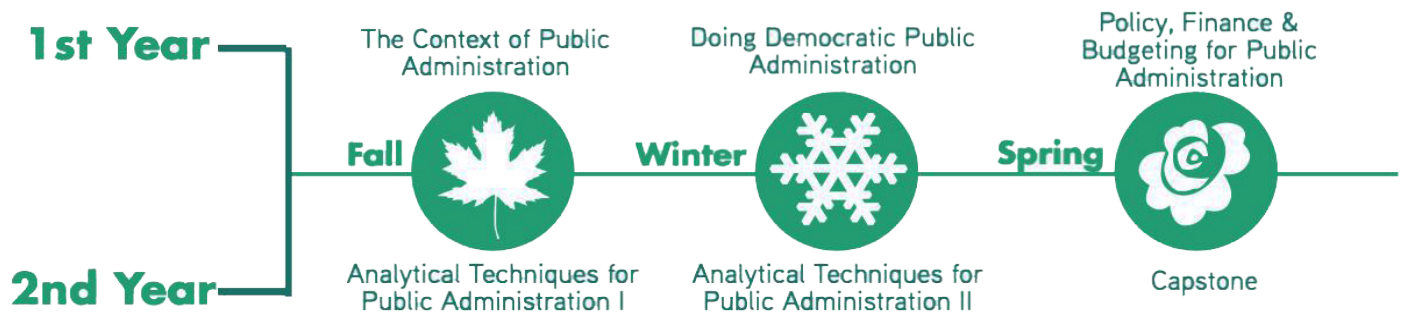




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MPA STUDENT, CLASS 2016

The MPA program continues to meet the needs of students by giving them broad choices not only in the concentration areas, but also in the length of time to complete the program. Some students choose to complete the program within two years, while others may choose three to four years. To meet the needs of working students, classes meet in the evening, on Saturdays and in intensive weekend formats. The Core sequence for all students is as follows:



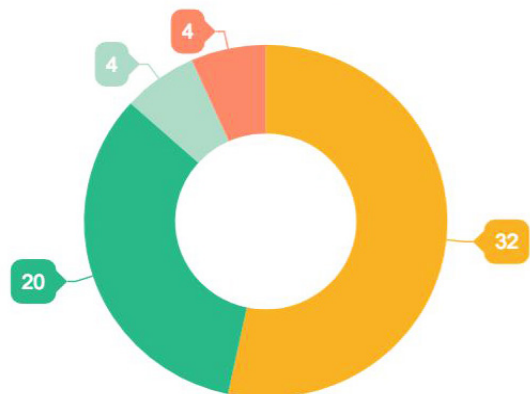
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### Public & Nonprofit Administration



1st and 2nd Year Core (.. (53.33%) Electives (46.67%)

### Public Policy



1st and 2nd Year Core (.. (53.33%) Electives (33.33%)  
Foundations of Public Policy (6.67%) Advanced Research Methods

## Tribal Governance



■ 1st and 2nd Year Core (.. (53.33%) 
 ■ Electives (13.33%) 
 ■ Tribal Concentrations (33.33%)



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# STUDENT ENROLLMENT

Commentary on the steady nature of enrollment growth. Talk about the indicators of enrollment and illustrate it as a positive trend over a period of time. Need enrollemnt numbers to add to a graph.



Commentary on the steady nature of enrollment growth. Talk about the indicators of enrollment and illustrate it as a positive trend over a period of time. Need enrollemnt.



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**MPA STUDENT, CLASS 2016**





# PERFORMANCE ASSESSMENT:

## MISSION FULLFILLMENT

Commentary on the steady nature of enrollment growth. Talk about the indicators of GOTOJOTJHPEONHN ETIGJINSHN The MPA program continues to meet the needs of students by giving them broad choices not only in the concentration areas, but also in the length of time to complete the program. Some students choose to complete the program within two years, while others may choose three to four years. To meet the needs of working students, classes meet in the evening, on Saturdays and in intensive weekend formats.

**To what extent have experiences in the MPA program enhanced capabilities in the following:**

## To what extent is the mission covered in MPA Core and Electives?



Commentary on the steady nature of enrollment growth. Talk about the indicators of  
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# PERFORMANCE ASSESSMENT:

## Coursework

The MPA program continues to meet the needs of students by giving them broad choices not only in the concentration areas, but also in the length of time to complete the program. Some students choose to complete the program within two years, while others may choose three to four years. To meet the needs of working students, classes meet in the evening, on Saturdays and in intensive weekend formats. The Core sequence for all students is as

**To what extent have you had  
the following experiences in the  
program?**

**Overall, would you like more or less  
of the following in the curriculum?**



**In your opinion, what 3 ELECTIVES  
offered by the MPA program are most  
important to your learning goals?**



**Overall, how satisfied are you with  
the following?**

**In your opinion, how necessary are  
the following to your learning?**

# PERFORMANCE ASSESSMENT:

## Program Satisfaction

**How satisfied are you with the following in the MPA program:**

The MPA program continues to meet the needs of students by giving them broad choices not only in the concentration areas, but also in the length of time to complete the program. Some students choose to

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**How satisfied are you with your interactions with the following people and/or support services?**

**Overall, how satisfied are you with the MPA program?**

How satisfied are you with your interactions with the following people and/or support services?

Overall, how satisfied are you with the MPA program?



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**MPA STUDENT, CLASS 2016**





# OUR STUDENTS: DEMOGRAPHICS

The MPA program continues to meet the needs of students by giving them broad choices not only in the concentration areas, but also in the length of time to complete the program. Some students choose to



Where did participants  
receive their undergraduate  
degree:



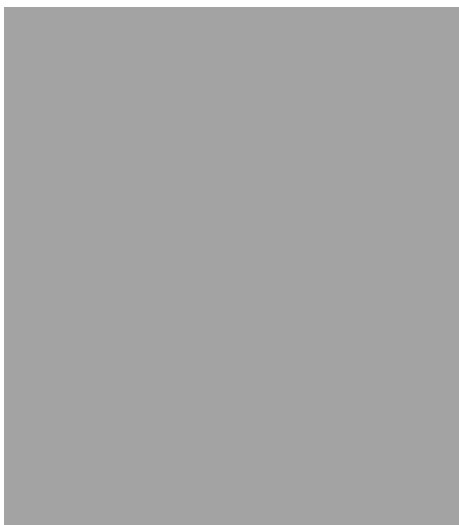
What concentration are  
participants pursuing:



How many credits were  
students enrolled with at the  
time of survey:



How many years will  
participants take to complete  
their MPA:



13

*Average number  
of credits students  
had per quarter*

29

*Year students  
started the MPA  
Program*

**How do you identify racially/ethnically?**



**What is your age group?**



**Do you identify as a person with a disability?**



**How do you identify yourself?**



**Do you identify as gay, lesbian, bisexual, transgender or queer?**



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What is your current employment status?

Where are you employed?





# PUBLIC SERVICE: OUR FACULTY

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Last year and into the coming year MPA faculty continue to make meaningful contributions both to the field and the community:

- Doreen Swetkis this year co-edited a book, *The 21st Century American City: Race, Ethnicity, and Multicultural Urban Life* and has an article in the book, *Policy Makers versus Citizens: Implications of Competing Values when Crafting Public Policy*. The book will be published Fall 2012.
  - o She also served on the ASPA Evergreen Chapter Board.
  - o Served as co-treasurer of the ORLA Montessori Booster Club.
  - o TESC Governance: CCBLA Advisory Board
  - o Developed the survey for quantitative work for the MPA program
  - o Was an member of the Tribal Admissions Committee
  - o Will continue to serve on ASPA Evergreen Chapter Board, ORLA Booster Club, CCBLA

Advisory Board, Tribal Admissions Committee.

- o Will attend the NASPAA Conference in Austin, TX

- Amy Gould is working on ADA Advisory Committee, PLA-TO grant award committee. She is also...
  - o working on publications about social conformity for journal *Sociology of the Mind*,
  - o will attend and plan to present at two national conferences this year (American Political Science Association and American Society of Public Administration)
  - o seeking publication for children's book already written
  - o is in the process of writing a novel titled *Leave the Leaves Alone* about things best left undone in life.
  - o Her MPA governance assignments will be determined at faculty retreat in September

- Larry Geri continues his work with United Way of Thurston County as a member of the Board of Directors. He also...
  - o With sometime Adjunct Faculty Member David McNabb, has this year completed a book *Energy Policy in the U.S.: Politics, Challenges, and Prospects for Change* (Public Administration and Public Policy) published by M.E. Sharpe.
  - o In June 2011 Larry attended the International Institute of





Schools and Institutes of Administration Annual Conference in Rome, Italy. He delivered a presentation based on his paper, "The Great Recession: Effects of Fiscal Consolidation on Energy Interventions in Developed and Emerging Economies."

- o Larry completed his last year on the United Way of Thurston County Board of Directors between July 2011 and June 2012.

- o Larry helped organize an on-campus event in April 2012 titled "TEDxTheEvergreenState-College: Hello Climate Change." The goal of the event was to encourage thinking about the role of liberal arts education in an era of climate change. This TEDx conference featured 11 speakers on a variety of climate change topics. These videos are now posted on the You Tube TEDx channel at <http://www.youtube.com/playlist?list=PLF39365F56FB5E7E3>.

- Cheryl Simrell King



- o Publications

- King, Cheryl Simrell (2011). John Forester. Dealing with Differences: Dramas of Mediating Public Disputes. (Book Review). Administrative Theory & Praxis (M.E. Sharpe). Jun2011, Vol. 33 Issue 2, p306-312.

- Kelso, Abigail Ware & Cheryl Simrell King (2011). What's in a Word? Administrative Theory & Praxis (M.E. Sharpe). Vol. 33 Issue 3, p434-440.

- King, Cheryl Simrell (2012). What's a Girl Like You Doing in a Place Like This? Journal of Public Affairs Education. 18(1), 51-66.

- King, Cheryl Simrell & Megan Beeby (2012) Colleen Jollie, state tribal liaison: A story of transformational change. In Norma M Rucucci (Ed), Serving the Public

Interest: Profiles of Successful and Innovative Public Servants. (Reprint).

- Hornbein, Robert & Cheryl Simrell King (forthcoming). Should We Be Teaching Public Participation? Student Responses and MPA Program Practices. Journal of Public Affairs Education.

- o Community Service

- Pro-Bono Consulting

with...

- Association of Washington Cities

- ☑ Left Foot Organics (in collaboration with students)

- Appointed to Thurston County Parks and Recreation Advisory Board

- ☑ Designed and implemented public engagement activities to support Comprehensive Plan update (in collaboration with students)

- Public Art Ambassador - City of Olympia Parks, Arts and Recreation (interviewed by The Olympian, <http://www.theolympian.com/2012/07/20/2178863/new-sculpture-exhibition-takes.html>)

- o Service to the Discipline/ Profession

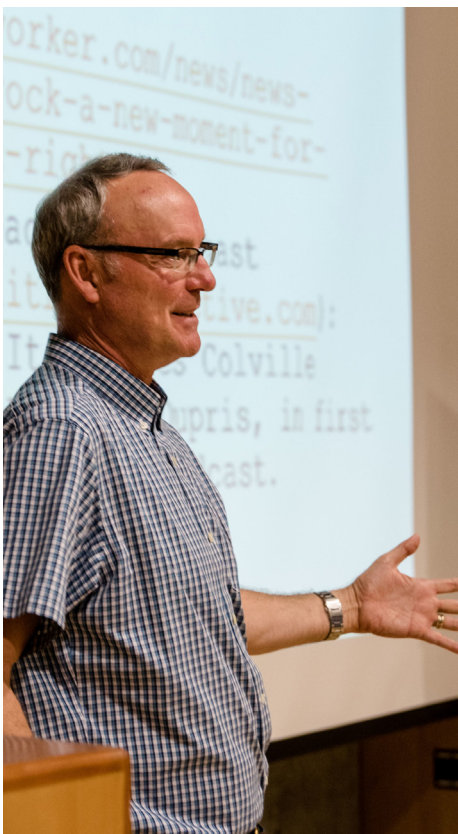
- Serve as peer-reviewer for PA Journals and publishers (review, on average, 2-3 manuscripts/month)

- Serve on Editorial Board of four journals

- Serve as external reviewer for tenure/promotion reviews (1-2 per year)

- o Conferences

- Co-delivered (with Camilla Stivers, a former TESC faculty member) the 2012 Donald C. Stone Lecture at the annual conference of the American Society of Public Administration (March, 2012 - Las Vegas, NV).



## Student Quote ashfbvlaifbvaiulb- flviabelviubaeiurbvlaibelviaubefli- ualaiuebfvliuefblaiubefliualefiub- vlaieufvliubefvaliefblbiauegfibeib

### MPA STUDENT, CLASS 2016



- Linda Moon Stumpff worked on several projects this year;
  - o Completed work, with Barbara Smith on a new NSF grant. A new one is in the works. Currently they have identified the partner institutions and completed initial planning and meetings to implement the grant. Next year Linda will continue in her role as Co-Director with Barbara Smith in the administration of the grant.
  - o Awarded a grant from the federal fire services through the Rocky Mountain Interagency Institute: she will be researching on how to include traditional ecological knowledge on fire and climate change in the West into administrative fire planning.
  - o An article coming out in August in Park Science.
  - o Received acceptance of an article on Ecosystem Services and Water that will be coming out in fall in the International Journal of Wilderness.
  - o Linda is initiating talks with the Ford Foundation on arts administration and case-writing as part of a grant with the Longhouse.
  - o This summer she was invited to a planning conference on Cases at SUNY Buffalo, NY.

- Alan Parker retired this past year. However, he will continue to

teach Pathways to Sovereignty class on a post-retirement contract with John gates. Alan's other main project that will keep him busy is...

- o Focusing on the Tribal PhD program with the students who have met with the Maori Indigenous University last April. Approx 28 students from the TESC MPA Tribal programs of 2002 thru 2012 have expressed serious interest when they met with the head of their graduate studies program in Lummi, Tulalip, Muckleshoot and Tacoma April 17-19. The Lummi Nation Service Organization, LNSO, has been awarded 501 c (3) status by the IRS and they have agreed to serve as the fiscal agent for the funds that they are requesting from the tribes to support these students. Alan has assisted the LNSO in designing the funding requests. He will serve as Adjunct faculty to the Maori Indigenous University to provide support and direction to the Tribal PhD students. The Maori plan to initiate the program in January 2013 with a 10 session in New Zealand with the first cohort of 15 Tribal Students.
- o With undergraduate faculty member Zoltan Grossman, Alan completed a book on the impact of climate change on Pacific Rim indigenous groups, published by Oregon State University Press last spring.

- John Gates
  - o With Cheryl King together serving as co-leaders of the TESC MPA Green Team, he provided support to the Canoe Journeys, Paddle to Squaxin 2012, arriving in Olympia this summer. The Green Team is committed to producing as environmentally clean an event as possible where thousands are expected to attend the week's protocol activities on the reservation. In this, he has attended numerous planning meeting at Squaxin Tribal Headquarters.
  - o Brought in guest speakers to both the general and tribal cohorts to share their experience in conducting on the ground scientific research in diverse populations.
  - o Worked collaboratively with other Evergreen faculty, the President's Diversity Committee, and with the MPA program to secure travel funding and a modest honorarium for our guests.
- Lee Lyttle besides tending to the administrative tasks of the MPA program is working with Thurston County and number of community groups on acquiring and preserving the Monarch Sculpture Park in the south part of the county.

# WHAT'S NEXT: 2017-2018

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MPA STUDENT, CLASS 2016

