**End-of-Program Review for Evergreen Graduate Programs (AY 2016-17)**

Dear Program Directors please complete this survey to reflect content of your program this year. Feel free to consult with your faculty and students as you wish. Your participation is extremely important and appreciated.

You can complete this survey by doing one of the following:

* Fill out a paper copy and return it via campus mail to Institutional Research, Mailstop LIB 3821.
* Type responses into the Word document version and email a copy to baa@evergreen.edu
* E-mail Amadou Bâ at [baa@evergreen.edu](mailto:baa@evergreen.edu) if you have questions.

Information from this survey is needed for ongoing assessment of Evergreen’s curriculum.The results are used to document these mission related activities for regional accreditation performance indicators.

**Program Name**: \_\_\_\_\_\_\_\_\_MPA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Director (or Assistant Director):** \_\_\_\_\_\_\_Doreen Swetkis\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1A. **Did your program’s core offerings examine issues of sustainability?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extensively**  (A primary area of study, credits awarded, substantial ongoing emphasis) | **Moderately**  (Regular area of study, multiple program activities, credit may have been awarded) | **A little**  (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar) | **Not at all** |
| **Core** |  |  |  |  |

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1B. **Please describe what perspectives (e.g. scientific, social, ethical, historical, political or spiritual), content areas, and activities you used?**

**Core (include Capstone/Thesis):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Scientific, Ethical, Historical, Political, Leadership\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAPSTONE PROJECTS: Water Shortage Preparedness in Washington Water Systems; Sociological Impacts of No-Fly Pledges; Standing on Two Legs: Sustainable Economic Development in Small Town Washington; Making Japanese Workplaces More Sustainable; Advocacy: Weed Control & Pollinators Part II/Best Practices

1C. **Did other electives or concentration courses examine issues of sustainability?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extensively**  (Most or all elective courses) | **Moderately**  (About half) | **A little**  (Less than half, e.g. 1-3 electives) | **None** |
| **Electives** |  |  |  |  |

1C. **Please list the names of the applicable electives that addressed sustainability:**

Science Policy to Action; Designing Indigenous Research: Designing Equitable and Sustainable Futures; MPA Symposium: Water & Oil (Both 1st year core cohorts were part of this symposium for class); Ethics & Leadership; Transportation Policy

2A. **Did your program’s core offerings examine issues of oppression, privilege and difference?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extensively**  (A primary area of study, credits awarded, substantial ongoing emphasis) | **Moderately**  (Regular area of study, multiple program activities, credit may have been awarded) | **A little**  (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar) | **Not at all** |
| **Core** |  |  |  |  |

2B. **Please describe what content areas and activities you used:**

**Core (include Capstone/Thesis):**

CORE TOPICS: cultural responsiveness, indigenous methodologies

CAPSTONE PROJECTS: Politics, Democracy, and Redistricting in Oregon; The South Puget Sound Habitat for Humanity: A Community Approach to Financial Literacy; Restructuring Services for the Homeless of Thurston County; Arts Education Defended: Equity and the Arts in K-12 Curriculum; Trans Scientists: How STEM Fields Can Center Trans, Gender-Nonconforming and Nonbinary People; Women’s Work; The Housing and Welfare of Marginalized Elders; Disrupting Cisnormativity and Heteronormativity in Organizations; Preserving Democracy Through Public Access to the Law

2C. **Did other electives or concentration courses examine issues of oppression, privilege and difference?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extensively**  (Most or all elective courses) | **Moderately**  (About half) | **A little**  (Less than half, e.g. 1-3 electives) | **None** |
| **Electives** |  |  |  |  |

2D. **Please list the names of the applicable electives or concentration courses:**

Ethics & Leadership in Public Service; Path to Sovereignty; Intergovernmental Relations; Creating Culturally Competent Organizations; Tribal Organizations; Diversity in Public Service

3A. **Did your program include community-based project(s) and/or service learning?** (“Community-based projects” include activities that engage students in collaborative efforts in partnership with off-campus community.  “Service learning” is a process that promotes theory to practice learning with classroom preparation, service, and reflection.)

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| **Core** |  |  |
| **Electives** |  |  |

3B. **If yes, please briefly describe the community-based project(s) and/or service learning:**

**Core (include Capstone/Thesis):**

CORE TOPICS: civic participation; partnerships

CAPSTONE PROJECTS: Evergreen Community Hub: A Design Thinking Approach; Society Builder; Program Evaluation: Participatory Leadership for Washington Cities; Analyzing Best Practices in Rural Volunteer Engagement; The Burning Man Project: A Catalyst for Creativity and Community Engagement; Community Perceptions of Gangs in Yakima, Washington

**Electives or concentration courses:**

Design Thinking for Public Service; Transportation Policy; Housing Policy; Project Management; Marketing for Public Service