

Appendices to Master of Public Administration (MPA) 2012/13 Program Review



APPENDICES

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Appendix I

The Competencies Approved of MPA program. The key knowledge, skills and abilities (KSAs)

Knowledge

K1. An understanding of the history, economics, politics, theories (mainstream and otherwise), legal frameworks and best practices of democratic public administration. For the Tribal concentration students, add an understanding of the above pertaining to Tribal governance that support culturally, economically, politically and socially sustainable Tribal communities.

K2. An understanding of government structures, processes and intergovernmental relations amongst and between those who administer for the public good: Tribes, state, local, federal, nonprofits and for-profits. For the Tribal concentration students, add an understanding of these and how they support Tribal sovereignty through coalition-building and positive relations between Tribes, state, local, federal, nonprofits and for-profits.

K3. An understanding, and appreciation, of the dynamic and crucial relationships amongst and between citizens and their governments. For the Tribal concentration students, add understanding of the concept of dual citizenship.

K4. An understanding of the practices of management and administrative systems that maximize socially and economically just, democratic public service. For the Tribal concentration students, this includes recognizing the role and values of traditional governance systems as well as externally imposed systems.

K5. An understanding of the practices of budgeting and finance systems that maximize socially and economically just, democratic public service. For the Tribal concentration students, add while developing financial strategies to benefit future generations.

K6. An understanding of policy creation, analysis and implementation. For the Tribal concentration students, add as these occur within the framework of laws, processes and legislative institutions specific to Tribal governments.

K7. An understanding of the importance of research and analysis (including indigenous research) for administrative, developmental, community-based, policy and other public purposes.

K8. An understanding of different learning and work styles and how these translate into practices in organizational and community life.

K9. An understanding of team dynamics and the importance of working effectively in team and collaborative situations.

K10. The recognition of the importance of a strong personal and professional code of ethics that supports socially and economically just, democratic public service.

K11. The recognition of inequities, differential impacts of policies and actions, differing definitions of fairness and equity, an understanding power dynamics and that those with less power need to be a part of designing solutions.

K12. For Tribal concentration students an understanding of international institutions and processes relevant to indigenous nations and the ability to participate in those arenas to build relationships and advocate for human rights.

Skills and Abilities

S&A1. The ability to communicate and work effectively in teams and collaborative situations.

S&A2. The ability to write and communicate clearly and effectively in a variety of settings and situations.

S&A3. The ability to work across significant differences and through conflict.

S&A4. The ability to practice, budgeting and finance systems and practices that maximize socially and economically just, democratic public service.

S&A5. The ability to practice active, respectful listening and to effectively facilitate/negotiate people listening to and communicating with each other.

S&A6. The ability to think and work independently; to ask difficult questions and seek the answers.

S&A7. The ability to be flexible (“nimbleness”) and acceptance of ambiguity and complexity; to identify and create strategies to remove barriers to positive change.

S&A8. The ability to perform policy creation, analysis and implementation. For Tribal concentration students, add the ability to perform these skills through developing and honing inclusive legislative and other policy processes, and skill in the choice and application of qualitative and quantitative techniques within a framework of indigenous research.

S&A9. The ability to perform research and analysis (including indigenous research) for administrative, developmental, community-based, policy and other public purposes. For Tribal concentration students, add the ability to perform original research and analysis within the framework of indigenous research that focuses on achieving the political, economic, cultural and community-based goals that contribute to sustainable Tribal communities and the application of assessment and monitoring methods through the period of implementation.

S&A10. The ability to engage in socially and economically just, democratic public service that is grounded in a strong personal and professional code of ethics.

S&A11. The ability to recognize inequities, assess differential impacts of policies and actions, recognize differing definitions of fairness and equity, and ensure that those with less power are included and part of designing solutions.

S&A12. The ability to create organizational designs for atypical institutions and to “think outside the box.”

For Tribal concentration students also add the following:

S&A13. The ability construct, implement and assess strategies for taxation, contracting, permitting and fees that support community goals while encouraging entrepreneurship.

S&A14. The ability to develop business plans, strategies, structures for the financial management or Tribally-owned corporations.

S&A15. Skill in oversight of Tribally-owned corporations including completing or selecting appropriate cost-benefit analysis studies, feasibility studies, marketing studies, long-range planning and the development of effective business management structures.

S&A16 Skill and ability in managing and facilitating a positive environment for small business creation and applying financial and technical tools to encourage entrepreneurship through individual business, nonprofit and coop structures.

S&A17. Ability to develop leadership styles that are inclusive, dynamic and culturally appropriate for working within and outside the Tribal community.

Appendix II Faculty CV's

Laurance R. (Larry) Geri

2413 Washington St. SE, Olympia, WA 98501
(360) 556-1297; geril@evergreen.edu

Academic Preparation and Awards:

- Doctor of Public Administration, 1996, University of Southern California.
- Master of Public Administration, 1982, George Washington University.
- Bachelor of Arts, 1980, University of Washington. Major: Economics.
- 1980 Recipient of Scottish Rite Foundation of Washington Fellowship. A full scholarship for the Master of Public Administration Program at George Washington University.
- Member of Pi Alpha Alpha, national honor society for public administration.
- Fulbright Scholarship, for teaching and research at Universidad Andrés Bello, Santiago, Chile, August-November 2013

Relevant Professional Experience

Member of the Faculty, The Evergreen State College, 1994-present

I teach primarily in the Masters Program in Public Administration. My academic interests include energy policy, public policy, international organizations, nonprofit organizations and public finance. In 2000 I was granted tenure at The Evergreen State College.

2002-2006. Director, Masters Program in Public Administration (MPA), The Evergreen State College. I provided leadership to faculty and staff of the program as well as students, graduates and other stakeholders. I was responsible for providing the program with intellectual leadership, internal management of the program (e.g., recruiting, managing conflicts, managing the program budget, supervising the program Assistant Director), and representing the program to interests inside and outside the College. During that period we doubled student enrollment, added concentrations in Tribal Governance, and Public Policy, completely revised our curriculum, and created a program Advisory Board.

Graduate-level courses taught over the last ten years:

- MPA first year core sequence (fall-Context of Public Administration; winter-Doing Democratic Public Administration; spring-Policy, Finance and Budgeting for Public Administration) (during Academic years 2004-05; 2006-07; 2010-11; 2011-12)

- MPA second year core sequence (Analytical Techniques for Public Service—fall and winter) (during Academic years 2003-04; 2005-06; 2008-09; 2009-10)
- MPA Capstone—final required course for the MPA degree (Spring 2007; Spring 2009)
- Grant-writing (Summer 2003; Summer 2004; Winter 2012)
- Foundations of Public Policy (Fall 2006; Fall quarter each year 2008-2012)
- Energy Policy (Summer 2006, 2008, 2010, 2012)
- International Administration (Summer 2005, 2007, 2009, 2011)
- Organizational Change (Spring 2012)
- Nonprofit Leadership and Development (Spring 2011)
- Globalization and Public Administration (Winter 2009; Winter 2011)
- Nonprofit Management (Fall 2006)

Member of the Faculty, The Evergreen State College (continued)

Undergraduate coordinated studies programs:

- 2007-2008. Business, Culture and the State in Latin America (taught with two other Evergreen State College faculty members to about 70 students)
- 2012-2013. Global Meltdowns: Finance, Energy and Climate Change (taught with one other faculty member to about 35 students).
- Spring 2013. Non-Profits and Society. 16 credit undergraduate program.

Visiting Faculty, University of Hyogo, Kobe, Japan, Spring 2005. As the “Kobe Visitor” I taught a course on U.S. entrepreneurship and served as an ambassador from TESC to the University.

Planning Unit Coordinator: Society, Politics, Behavior and Change Planning Unit, 1998-2001. Similar to a department chair for this group of 40 faculty (but with no budget).

Supervisory Analyst, U.S. Department of Agriculture, Animal and Plant Health Inspection Service (APHIS), Resource Management Systems and Evaluation Staff, 1989-1994.

I managed a group of three analysts that performed operational audits, evaluations and investigations of APHIS’ worldwide operations. This position required frequent travel to APHIS operations in Latin America and Europe. I also performed special investigations and analyses at the request of the APHIS Administrator. Between 1984 and 1988 I worked as a program analyst for the same unit. I held acting positions as director of our 10 person staff in 1989 (the entire year) and 1993 (six months heading APHIS’ Foreign Service Support group, with 25 staff and responsible for managing a \$50 million budget).

Key accomplishments:

- In 1990, led a group of analysts who completed a benefit-cost analysis of APHIS' Puerto Rico tick eradication program, gaining \$50 million in federal funding;
- In 1987, primary author of an analysis of APHIS regulatory compliance functions that led to a reorganization of that section of the agency.

Publications

Book

Geri, Laurance and David McNabb (2011). *Energy Policy in the U.S.: Politics, Challenges and Prospects for Change*. Boca Raton, FL: CRC Press.

Published Articles

"New Public Management and the Reform of International Organizations." Paper presented at the International Institute of Administrative Science, Bologna, Italy, August 2000. Published in the *International Review of Administrative Sciences*, Vol. 67, Issue 3, September 2001.

"The U.S. Public Dialogue on Trade Policy: An Initial Assessment," *International Journal of Organization Theory and Behavior*, Vol. 3, Numbers 3 and 4, 2000, 503-520. Paper delivered at the Global Dialogue Symposium, Philadelphia, PA, August 1999.

"Service Quality and Stakeholders: The Case of the USDA's Animal and Plant Health Inspection Service," *Performance And Quality Measurement in Government: Issues and Experiences*, Ed. Arie Halachmi (1999). Burke, VA: Chatelaine Press. Co-authored with Arie Halachmi. Paper presented at the Fourth National Public Management Research Conference, Athens, Georgia, October 30-November 1, 1997.

"John Dewey, Democratic Values and Social Change in Public Administration Education." *Training Public Administrators Around the World*, Ed. Stuart Nagel. Westport, CT: Quorum Books, 2000. Paper presented at the International Association of Schools and Institutes of Administration Annual Conference, Quebec City, Quebec, July 8-11, 1997.

"Federal User Fees and Entrepreneurial Budgeting," *Journal of Public Budgeting, Accounting, and Financial Management*, 9, 1 (Spring 1997), 127-142.

"Performance Measurement and Public Health Programs," in Reengineering and Performance Measurement in Criminal Justice and Social Programmes, Arie Halachmi and David Grant, Eds., Published by Western Australia Ministry of Justice, 1996.

"Evaluating Total Quality Management Efforts," in The Enduring Challenges in Public

Management, Arie Halachmi and Geert Bouckaert, Eds., Jossey Bass, San Francisco, 1995.

Presentations and Papers

"The Paradox(es) of Per-Capita Emissions." Presentation at TEDxThe Evergreen State College, 'Hello Climate Change: Rethinking the Unthinkable,' April 16th, 2012. (Available at http://www.youtube.com/watch?v=jxMzdUoE7eY&list=PLF39365F56FB5E7E3&index=3&feature=plpp_video).

Curriculum for the Bioregion Initiative: Year 1 Evaluation Report for the Fund for Improvement of Postsecondary Education. Evaluation of project to increase teaching of sustainability to Washington state undergrads. Olympia, WA: The Evergreen State College, Washington Center. September 2011.

"The Great Recession: Effects of Fiscal Consolidation on Energy Interventions in Developed and Emerging Economies." Paper for the International Institute of Schools and Institutes of Administration Annual Conference 13-18 June 2011, Rome, Italy

Community Assessment of Thurston County, Washington. 2003 and 2009 editions, primary author. Published by United Way of Thurston County in behalf of the Community Partnership Group, June 2003 and May 2009.

"Fire Your Boss: Can A Self Directed Workteam Successfully Lead an MPA Program?" Presentation at the National Conference of the National Association of Schools of Public Affairs and Administration, Pittsburgh, October 2003.

"The Role of Evaluation in the Performance Improvement Movement: Lessons Learned." Presentation at the conference of the American Society for Public Administration, March 2001.

"From Innovation to Reform: Reflections on Case Studies of 19 Learning Community Initiatives," co-authored with Duke Kuehn and Jean MacGregor, in MacGregor, Jean, 1999, *Strengthening Learning Communities: Case Studies from the National Learning Communities Dissemination Project*. Olympia, WA: The Evergreen State College, Washington Center.

"A Maximum Dose of Reform: The State of Washington's Performance Partnership Program," Paper prepared for the International Institute of Administrative Science, Working Group on Public Productivity, meeting in Bandung, Indonesia, April 3-5, 1997.

"Accountability Implications of the Growth of U.S. Government User Fees," Paper presented at the Third International Conference of Administrative Sciences, Beijing, China, October 1996.

The Impacts of User Fees on U.S. Government Agencies. Dissertation completed for the degree of doctor of public administration, University of Southern California, August 1996.

Evaluability Assessment of the 1-800 Number Referral Program, (with J.R. Baker, Don Bantz, Anne Gienapp, Sarah Landis, and Larita Paulsen), June 1995.

Community Service

2003-2012. United Way of Thurston County Board of Directors. Board President, 2006-2007.

1996-2000. Volunteer, Crisis Clinic of Thurston and Mason Counties. Member of the Clinic's Training Team from 1998 to 2000.

1998-1999 Leadership Thurston County Curriculum Committee.

Professional Affiliations

International Institute for Administrative Science
American Society for Public Administration

Languages

Spanish
Japanese

Amy E. Gould, Ph.D.
119 158th Place NE, Bellevue, WA 98008 360.280.8111 goulda@evergreen.edu

EDUCATION

- Ph.D. Political Science** 2005
Emphasis- Public Administration & Policy
Core- American Government
Cognate- International Relations, Gender & Development
Dissertation- *Social Differences & Management Styles: A Study of Conformity*
Northern Arizona University, Flagstaff
- M.S. Public Administration & Affairs** 2000
Thesis- *Gender and Management*
University of Oregon, Eugene
- B.A. Planning, Public Policy, and Management** 1997
Exit Project- *Fundraising Within Non-profit Organizations*
Minor in Women's Studies
University of Oregon, Eugene

PROFESSIONAL EXPERIENCE

Current Position

- Full-time Continuing Member of the Faculty,
The Evergreen State College 2005 to present

Previous Positions

- Instructor, Northern Arizona University 2004-05
- Special Projects Manager, Northern Arizona University 2003-05
- Appeals Officer, Northern Arizona University 2001-03

GRANTS

TEA-21 Grant: Transportation Enhancement Act for the 21st century; \$451,000. Grant Writer, Principal Investigator, and Project Manager; 2003-2005.

RESEARCH INTEREST AREAS

- Internal dynamics of public organizations and cultural attributes
- American Government and the Office of the President
- International Relations and Development Programs
- Public Leadership, Management, and Administration
- Processes of decision-making in U.S. public policy and legislation
- Power, Politics, and Praxis

TEACHING EXPERIENCE

The Evergreen State College, Undergraduate Curriculum

| | | |
|----|-------------------------------------|---------|
| UG | Politics & the Nature of Leadership | 2011-12 |
| UG | Toward A Sustainable Puget Sound | 2008-09 |

The Evergreen State College, Master of Public Administration program

| | | |
|-----|---|------------------|
| MPA | Foundations of Public Policy | 2013 |
| MPA | Capstone | 2006, 07, 10, 11 |
| MPA | Mind the Gap: Gender, Race, Religion in PA | 2011 |
| MPA | Policy & Politics | 2011 |
| MPA | Project Management | 2010, 13, 14 |
| MPA | Analytical Techniques for Public Serv (PANPP) | 2005-07 & 10-11 |
| MPA | Analytical Techniques for Public Service (TG) | 2005-06 & 09 |
| MPA | Nondiscrimination & Diversity Policy | 2008 & 13 |
| MPA | Managing Organizations | 2007 & 10-14 |
| MPA | Doing Democratic Public Administration | 2007, 13, 14 |
| MPA | Policy, Budget, & Finance for Public Admin | 2007, 13, 14 |
| MPA | Foundations of Public Administration | 2006, 12, 13 |

Gonzaga University, Doctoral Program in Leadership Studies

| | |
|--|------|
| DPLS 757 Leadership & The Nature of Politics | 2009 |
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Northern Arizona University, Department of Political Science

| | |
|---|---------|
| POS 220 Federal and State Constitutions | 2005 |
| POS 224 Introduction to Public Administration | 2004 |
| POS 303 Social Science Research Methods | 2003-04 |

Invited Guest Lecturer

| | |
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| MPA Brave New Workplace | 2006 |
| POS 110 Introduction to U.S. Government and Politics | 2003-04 |
| POS 355 Women, Power and Politics | 2004 |
| POS 356 Race, Power and Politics | 2003 |
| POS 366 Studies in Latin American Politics | 2003 |

PUBLICATIONS

Gould, A. (2008). *Social Differences and Management Styles: A Study of Conformity*. VDM Verlag Dr. Müller Aktiengesellschaft & Co. Publishing. ISBN: 978-3-639-01964-3

Gould, A. (December, 2007). Katrina and Colonialism: The Sins of Our Forefathers Perpetuated?. *Administrative Theory & Praxis*. V. 29 n. 4 pp. 513-533.

Gould, A. (September, 2006). Heaven, Hell, and Presidential Impeachment: Representatives' Religion and the House Judiciary Committee. *White House Studies Quarterly*. v.6, iss. 4.

Gould, A. noted as Research Assistant for textbook: Krause, V. & Smith, Z. (2006). *U.S. Public Policy and International Implications*. Prentice Hall.

Gould, A. book review of: *Leadership and the New Science: Discovering Order in a Chaotic World*, 3rd Edition, by Margaret Wheatley. Review published in the *Social Science Journal*, v.45, n.4, 2008.

Gould, A. book review of: *Social Intelligence: The New Science of Success; Beyond IQ, Beyond EI, Applying Multiple Intelligence Theory to Human Interaction*, by Karl Albrecht. Review published in the *Social Science Journal*, v.45, n.3, 2008.

Gould, A. book review of: *Madison's Managers: Public Administration and the Constitution*, by Anthony Bertelli and Laurence Lynn, Jr. Review published in the *Social Science Journal*, v.44 n.2, 2007.

Gould, A. book review of: *From Postgraduate to Social Scientist: A Guide to Key Skills*, by Nigel Gilbert. Review published in the *Social Science Journal*, v.43 n. 4, 2006.

Gould, A. book review of: *Coping in Politics with Indeterminate Norms: A theory of enlightened localism*, by Benjamin Gregg. Review published in the *Social Science Journal*, v.42 n.1, 2005.

PROFESSIONAL SERVICE

American Society for Public Administration

| | |
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| Evergreen Chapter Board of Directors, Member | 2013-2015 |
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The Evergreen State College

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| MPA Faculty Hiring Subcommittee Chair | 2013-14 |
| MPA Faculty Hiring Subcommittee | 2012-13 |
| MPA Visitor Faculty Hiring Committee | 2013 |
| Access & Disability Services Advisory Panel | 2010-14 |
| Friends of the Library | 2009-10 |
| Curriculum Planning Unit Coordinator | 2007-09 |
| College Faculty Hiring Priorities Committee | 2007-08 |
| Emergency Preparedness and Response Planning Committee | 2007-08 |
| Faculty Advisory Panel on the College Budget | 2006-08 |
| Council of Faculty Representatives to WA Legislature | 2006-07 |
| Faculty Summer Institutes/Coordinator | 2005-08 |
| Fund for Innovation Grant Proposal, Universal Design | 2007 |
| MPA Assistant Director Interview Committee | 2007 |
| MPA Director Interview Committee | 2006 |
| Symposium Coordinator "Democracy, Rhetoric or Reason" | 2006 |
| Gender Identity & Expression Working Group | 2006 |
| MPA Admissions Reader | 2006 & 10 |
| MPA Alumni Association Faculty Coordinator | 2005-10 |
| MPA Student Association Faculty Coordinator | 2005-10 |
| MPA Thesis Reader & Advisor | 2005-11 |

Northern Arizona University

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| Public Administration Faculty Interview Committees | 2004-05 |
| On-line Instructor Trainings | 2004 |
| Grant and Contract Financial Management Seminar | 2004 |

Other

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|---|------|
| NASPAA Accreditation Site Visitor Training | 2004 |
| Instructor Certification Shotokan Karate-Do | 2004 |

CONFERENCE PARTICIPATION

| | |
|---|------|
| Public Administration Theory Network | 2013 |
| San Francisco, CA; presenter, moderator, discussant | |
| Western Political Science Association | 2013 |
| Denver, CO; presenter | |
| Western Political Science Association | 2008 |
| San Diego, CA; presenter | |
| American Society for Public Administration | 2008 |
| Dallas, TX; presenter and chair | |
| American Society for Public Administration | 2006 |
| Denver, CO; presenter | |
| Public Administration Theory Network | 2006 |
| Olympia, WA; presenter and site planning committee co-chair | |
| Public Administration Teaching | 2006 |
| Olympia, WA; presenter and site planning committee co-chair | |
| Western Social Science Association | 2005 |
| Albuquerque, NM; presenter, chair, and discussant | |
| Western Political Science Association | 2005 |
| Oakland, CA; presenter | |
| Pacific Northwest Political Science Association | 2004 |
| Portland, OR; presenter | |
| American Political Science Association | 2004 |
| Chicago, ILL; attendee | |
| Public Administration Theory Network | 2004 |
| Omaha, NE; presenter | |
| Western Social Science Association | 2004 |
| Salt Lake City, UT; moderator, discussant, and presenter | |
| Southwest Women's History | 2003 |
| Flagstaff, AZ; attendee | |

PROFESSIONAL AFFILIATIONS

APSA- American Political Science Association
APT- Association for Political Theory
WPSA- Western Political Science Association
ASPA- American Society for Public Administration
PAT-Net- Public Administration Theory Network

APPAM- Association for Public Policy Analysis and Management

WSSA- Western Social Science Association

ICMA- International City Managers Association

SHRM- Society for Human Resource Management

PMI- Project Management Institute

COMPUTER SKILLS

- Blackboard, Moodle, Webcrossing: on-line teaching
- Dreamweaver, Drupal, Wix.com, Weebly.com: website creation
- Sparkol.com: presentation animation with videoscribe
- Startmeeting.com, Gotomeeting.com: online distance meeting management
- Timetoast.com: online timeline creation
- Prezi.com, Brainshark.com: motion and narrated presentation tools
- Survey Monkey: on-line survey design, creation, and implementation
- Power Park & Ticket Track: citation database management
- Banner, People Soft, and IDMS: manage student records and advise students
- Vista, Windows 7, & Microsoft XP Professional (Word, Excel, Adobe, Power Point, Publisher, Movie Maker, PDF converter, Outlook)
- Wordle: qualitative analysis
- SPSS versions 11 to 19: Statistical Package for the Social Sciences

REFERENCES

*Available upon request.

Cheryl Simrell King, Ph. D.

| | |
|-------------------------|---|
| Contact Information | <p>Graduate Program in Public Administration The Evergreen State College 2700 Evergreen Pkwy Olympia, WA 98505 360.485.7763 (cell); 360.867.5541 (voice mail); 360.867.5430 (fax) kingcs@evergreen.edu</p> |
| Education | <p>Ph.D. – Public Administration/Public Affairs 1992 University of Colorado, Denver M. A. – Experimental/Testing Psychology 1987 University of Colorado, Denver B. A. – Psychology/Sociology 1981 University of Texas, Permian Basin (Odessa, TX)</p> |
| Professional experience | <p>Assistant-Associate Professor/Faculty Member/Research Associate 2000 – present The Evergreen State College (Olympia, WA) 1993 – 2000 University of Akron (Akron, OH) 1991 – 1993 The Evergreen State College (Olympia, WA) 1988 – 1991 The University of Colorado (Denver, CO)</p> <p>MPA Program Director 2006-2010 The Evergreen State College (Olympia, WA) 2013-current The Evergreen State College (Olympia, WA)</p> <p>Associate Chair 1999-2000 The University of Akron (Akron, OH) Visiting Research Professor/Research Fellow Summer, 2001 The University of Tilburg , The Netherlands Research Analyst/Manager – Strategic Marketing/Planning 1985– 1990 US WEST, Inc. (Englewood, CO)</p> |
| Select Publications | <p>Zanetti, Lisa & Cheryl Simrell King (2013). Reflections on Theory in Action Transformational Public Service Revisited: Possibilities for Changing the Discipline? <i>Administrative Theory & Praxis</i>.</p> <p>Hornbein, Robert & Cheryl Simrell King (2012). <u>Should We Be Teaching Public Participation? Student Responses and MPA Program Practices</u>. <i>Journal of Public Affairs Education</i>.</p> <p>King, Cheryl Simrell (2012) (Editor). <i>Government is Us, 2.0</i>. M.E. Sharpe.</p> <p>King, Cheryl Simrell (2012). <u>What's a Girl Like You Doing in a Place Like This?</u> <i>Journal of Public Affairs Education</i>. Awarded</p> |

NASPAA/JPAE Article of the Year Award, September 2013.

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 from *Public Administration Review*, 2008).

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, C.S. (2007). "Citizens, Citizenship and Democratic Governance." In Richard Box (Ed), *Democracy and Public Administration*. M.E.Sharpe

King, C.S. (2005). "Postmodern Public Administration: In the Shadow of Postmodernism." *Administrative Theory and Praxis*, 27(3). 517-532.

King, C.S. and Alicia Seegers Martinelli (2005). Innovations in Citizen Engagement and Empowerment: Beyond Boundaries.. *The Innovation Journal*. 10(1).
<http://www.innovation.cc/volumes-issues/vol10-iss1.htm>

King, Cheryl Simrell and Lisa Zanetti (2005). *Transformational Public Service: Portraits of Theory in Practice*. M.E. Sharpe.

King, C.S. and Sandra Kensen (2002). "Associational public space: Connecting public and public administration by means of a narrative approach." In Farmer, D.J., Hummel, R., Kensen, S., King, C.S., McLaurin, M. & Stivers, C. Constructing Civil Space: A Dialogue. *Administration and Society*, 34, pp. 87-129.

Beckett, Julia and Cheryl Simrell King (2002). The challenge to improve citizen participation in public budgeting: A discussion. *Journal of Public Budgeting, Accounting & Financial Management*.

King, C.S. (2002). "Is Results/Performance Oriented Government Democratic?" Book chapter in Kathryn

Newcomer, Edward T. Jennings, Jr., Cheryle Broom, and Allen Lomax (Editors), *Meeting the Challenges of Performance-Oriented Government*. Washington, D.C.: American Society for Public Administration.

King, C.S. (2002). "Democracy and Public Administration." In M. R. Rutgers (Ed.), *Retracing Public Administration*. JAI Press/Elsevier International.

Box, Richard and C. S. King (2000) "T"ruth is elsewhere: Critical history. *Administrative Theory & Praxis*.

King, Cheryl Simrell (2000) "Talking beyond the rational." *The American Review of Public Administration*, 30(3), 271-291.

King, C.S. (1999). Circa 1999: The possibilities for community. *Administrative Theory and Praxis*.

King, C. S., Camilla Stivers, and Collaborators (1998). *Government is Us: Public administration in an anti-government era*. Sage Publications.

King, C.S., Kathryn Feltey, and Bridget O'Neil Susel (1998). The question of participation: Toward authentic public participation in public administration. *Public Administration Review*. **Received the Public and NonProfit Sector Division of the Academy of Management's 1999 Best Article Award. Also reprinted in "ASPA Classics" volume edited by Camilla Stivers.**

Miller, Hugh T. and C.S. King (1998). Practical theory. *American Review of Public Administration*. 28(1), 23-60.

Select Community
Research and
Consulting

Policy Assessments:

- Changes in the state of Washington's Supplemental Services Program (SSP) for Individuals with Disabilities.
- Impacts of Tribal Gaming in Washington State.
- "Where the Rubber Meets the Road: Lessons Learned from Closing a Bridge" (2001). Policy analysis for the Washington State Department of Transportation.
- Seatbelt Compliance (1991). Colorado Department of

Transportation. Denver, CO.

- Program Evaluation of Project Challenge (1991). Denver Public Schools. Denver, CO.
- Assessment of Child-Care Provisioning in the Denver Metropolitan Area (1990-1991). Denver Child-Care Task Force. Denver, CO.

Community Development:

- University Park (Akron) Neighborhood Revitalization Action Research Project. (1999-2000). Local participatory research project designed to strengthen, build and revitalize neighborhood capacity.
- East Arlington (Akron) Neighborhood Revitalization Action Research Project (1998). Local participatory research project designed to strengthen, build and revitalize neighborhood capacity.
- Neighborhood impact study (1998). Oriana House. Akron, OH.
- “Comparative Local Democratic Governance: A Network Application” (2000-2003). Danish, American and Dutch scholars working together to better understand local collective action by citizens.

Group Facilitation (Focus groups, strategic planning, etc):

- Left Foot Organics (Olympia, WA)
- TOGETHER! of Thurston County
- Association of Washington Cities (Olympia, WA)
- The Evergreen State College (Olympia, WA)
- Washington Department of Health (Olympia, WA)
- Tacoma General Hospital
- The University of Akron
- Summit County (Ohio)
- Summit County Community Partnership (Akron, OH)
- Burges and Burges Strategists (Cleveland, OH)
- Davey Tree Company (Kent, OH)
- Dollars for Democracy (Akron, OH)
- The Executive Committee of the Urban University Program, Ohio Board of Regents. (Columbus, OH)
- Various Colorado counties

Research Support:

- Burges and Burges Strategists. Cleveland, OH
- Colorado State Auditor's Office (Denver, CO)

Appendix III Long-Term Faculty Staffing/Rotation Plan

| | | | | MPA Rotation Outlook | | | | |
|--------|---|----------------------------------|--|---|--|--|---|--|
| Year | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19** | 2019/20** |
| In MPA | (Lee)*, Cheryl, Amy, Doreen, Linda, (John) | Cheryl*, Amy, Linda (prc?) | Cheryl*, Doreen, Larry, NH1, NH2, NH3, Linda (prc?) | Doreen*, Larry, Amy, NH1, NH2, NH3, Linda (prc?) | Doreen*, Cheryl, Larry, Amy, NH2, NH3 (Linda, prc?) | Doreen*, Cheryl, Larry, Amy, NH1, NH3, Linda (prc?) | Larry, Cheryl, Amy, Doreen, NH1, NH2 | Larry, Cheryl, Amy, NH1, NH2, NH3 |
| Out | Larry | Larry, Doreen | Amy | Cheryl | NH1 | NH2 | NH3 | Doreen |

*Director at .40 teaching

** presumes one MPA faculty member is Director

() faculty not returning

NH1 new hire 1

NH2 new hire 2

NH3 new hire 3

Note: Projection of known variables; continuing faculty

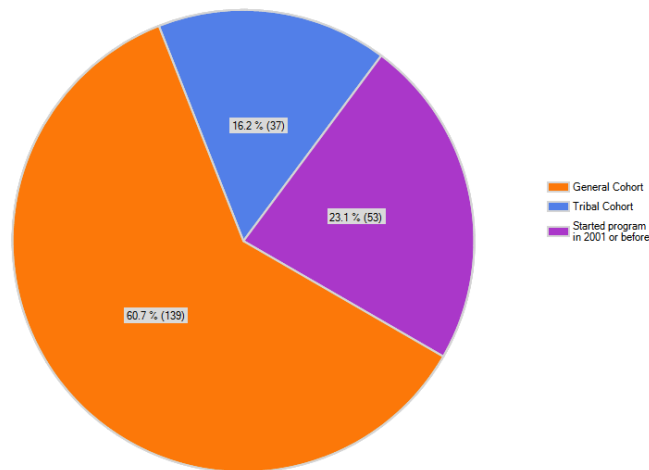
Objective: MPA faculty 5 years in MPA, one year out; every year one MPA faculty is on rotation/sabbatical/etc

Need: 7 continuing MPA faculty members in pool:

Appendix VI Full Alumni Survey Report

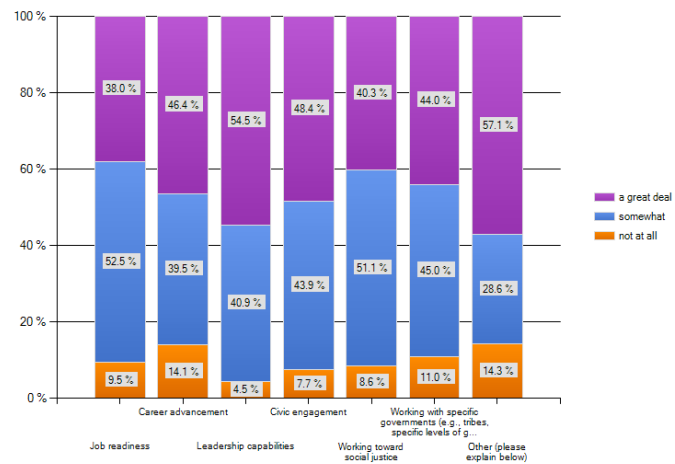
Alumni (n=240)

Alumni: If you entered the program after 2001, in what cohort did you complete the program?



Please indicate the degree to which the Evergreen MPA serves/served you in the following areas. Please also explain your answers.

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My career relates to state fiscal matters; the TESC MPA program dealt lightly with this area. My MPA did not advance my career. At the time I participated in the program, the emphasis on protected populations was disproportionately emphasized.

Have not been able to advance my career - could be the job market.

nonpareil--could not have gotten these good experiences anywhere else

Cultural competency specific to Federally recognized Tribes

diversity issues

helped me sharpen skills I already had, but have not been able to advance my career yet

the degree itself allowed me to qualify for more advanced positions

The PMA program contributed to my awareness and capability to perform the task in the areas above. Even if I am not actually performing task directly related to these areas, I am confident that the MPA had already given the skills to do so.

It prepared me for leadership in the organizations I served. These were private entities, as I left government shortly after graduation. Subsequently I have retired from my secular work and am a priest in the Episcopal church. I feel that my study and work at TESC equipped me well for working with congregation - cohorts of volunteers

I did my undergraduate at Evergreen as well, it is hard to differentiate how the MPA program effected my already developed skill set.

My MPA is my proudest and greatest accomplishment. However, i went into State public service to find a tremendous disconnect between reality and what I was taught. Specifically, I was not prepared for highly dysfunctional administrators, badly run programs or the aftermath of being unemployed for 3 years while trying to figure out how my MPA fit in the market place

I had not thought out what the intended outcome of my undergraduate and MPA degrees were going to be. These two degrees have enlightened me significantly, however, the direction my career has taken has very relevance to my area of study at this juncture. Poor planning on my part!

being aware of state government and how it operates

The use of data in government work.

I came to the program with a fair amount of "job readiness." I also had strong base of experience in oppression theory, an analysis of ableism, sexism, racism, and classism. The program helped me advance in my career. I wouldn't have been considered for my current position without a Master's. I feel that the connections I made with classmates were valuable. The program could grow in its commitment to incorporating social justice in the curriculum. Some examples: why not have people with firsthand experiences negotiating the immigration and naturalization process offering their analysis of how immigration policy has impacted their lives? Incorporate a Disability Studies perspective into a discussion of Medicaid, or a feminist analysis of workfare and TANF. I would have also valued an offering on facilitating inclusive, accessible public processes.

a chance to work with a fellow student, from our sister state Hyogo, Japan. Hearing his observations, sharing ideas, questions & time cemented my international education thesis work, and later work for colleges & universities in Washington & my later work in state/local govt. Invaluable learning lab.

I could not be working in health care reform today if not for my MPA from Evergreen! there should be Tribal context throughout the MPA program (not only a separate Tribal program) We learned about "Tribal" in the last class as an exercise

I have not been engaged with Evergreen since graduation.

The program gave me knowledge and tools to work effectively in the public arena, especially in Indian Country. I was promoted to program manager upon completion of the MPA program.

Evergreen MPA help improve my reading and writing skills. It was admitted by my employer as the main reason I was selected over other candidates.

I already had an MA in Library Science and had worked several years as a university librarian. I then spent a decade being active with the league of Women Voters, while my children were young. I took the MPA program as a tool for re-entering the workforce.

Coursework was completely relevant to Tribal governments and gov to gov relationships

well. personally, I worked very hard and feel as if I were at the top of the class- still no real job and the stress is ruining my life. I have applied for 50 plus jobs and been interviewed many times- still no job. I feel hopeless. I sure do get the calls for to pay my student loans though. So, with all of that said, I feel extremely frustrated. I do get tons of emails for jobs from the faculty, but those go nowhere and have proven to be a huge waste of time. huge..

The degree provided me with a wider base of knowledge to work from, however I haven't fully converted those skills to changes in my career..

Provided a deeper understanding of the complexities of public service, particularly in working with elected officials

currently enrolled

It was ironic that I completed my MPA and four months later I was a budget cut. It looks as if my employer didn't respect the fact that I was working toward this degree. I do not believe I could have got my current position as a clinic director for a Tribe without my MPA. The MPA program broadened my horizons. I don't necessarily agree with all opinions but good thought-provoking opinions were shared. By the end of the program, I was ready to take on the next leadership challenge.

I took longer than average, due to my father's suicide, and the resulting wasted year after wards. I was not employable because I did not have any experience to tag my degree to. IF I would have interned then, I am sure I would be employed today. Internship is the key!

My MPA helped me understand the culture and professionalism of the government sector level I was interested in. It helped me obtain a job that I could not have otherwise gotten as I did not have the required # of years experience that was necessary with a BA. I basically got my MPA to bounce over that requirement and it has worked well. I gained a lot of confidence and leadership skills through the MPA program and am the lead w/n my unit. My BA focus was on social services and that is the arena in which I work. The MPA enhanced that exposure and also dealt with the functioning of government levels.

My focus in my career has been with local gov'ts, and while I didn't feel I received any specific boost in that area from TESC-MPA, I did make numerous contacts in the real world that furthered my career and employability.

intergovernmental cooperation

After searching for a job since graduation, I have yet to find employment utilizing my degree. I still only earn 14 dollars an hour working as an entry level administrative

assistant at a flooring company. I am disappointed that I even went to graduate school. It has only caused increased debt.

I learned a great deal about North American Tribal Issues. I have yet to fully use what I learned in any of the options above. Overall, the program was of great personal value to my life.

Non Profit

The Evergreen MPA is a great program. I did not score the above categories above mid range as I am already advanced in my career in senior management and having the degree has not had an impact on my career. The program served me well in learning style, public administration history and theory, policy development, critical thinking, system analysis and diversity. It also challenged and refined my skills in budget development, the legislative process.

Unique expertise in federal trust relationship with Tribes

Great program with many ties to the public in the Olympia area

Self-identifying behavior patterns for change to more open and available to different people, traditions and societies.

Each of the items prepared me for my current position as an administrator for my Tribe and for my upcoming PhD program.

The confidence you develop by just communicating and working with such a diverse and talented group of fellow students is immeasurable.

Increased my knowledge and skills in all of the above areas, plus more.
I believe I chose the degree of I wanted my degree to serve me

Non profit administration, systems, boards, structures

The program expanded my understanding of the issues affecting not only Native Americans but other indigenous peoples around the world.

Future scholarship/academics

Government to Government

The variety of classes offered allowed me to tailor my experience to what was

applicable in my work. The networking/people you met in the program was also crucial to career advancement.

In general, how satisfied are you with the way the Evergreen MPA program serves/served you? Please explain your answer. (n=91)

It challenged me to take control of my own success in my education. That was significant to me personally.

The Tribal program is the only program that truly relates to how Tribal governments function. No other Graduate class will prepare you for working in this government.

Had a great time in the cohort

Due to NDN faculty and schedule that is intensive weekends/other NDN students
quality instruction at reasonable tuition rates

I thoroughly enjoyed the program. Unfortunately it did not lead to an advancement in my career. I am a teacher and was interested in getting into education at the policy. Perhaps it was because of the limited number of jobs in the field. I did not make use of the program in my job search. I did not know how to access whatever opportunities were available at the time. Then, after having a child the schedule teaching afforded me was too attractive to leave.

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I would say very satisfied only if the program provided career advising along the way.

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I feel like my eyes have been opened but this economy prevents me from being employed; I'm going to have to figure out how to self-employ.

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We had numerous problems during my time. The job placement services are non existent. The program was dysfunctional from the word go.

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I had previous experience. Those not exposed to daily political input would likely graduate without needed skills. Best strategy is to recruit students with past relevant experience. Those without experience, will gain little other than a title. Without trying to sound arrogant, I recommend some field experience prior to enrollment. In reality, the APA program served me well while employed as a fisheries manager, but did nothing for me after deployment to Iraq. My Evergreen experience actually became a negative. In this day and age, a program needs to be structured to benefit from the horrific environmental damage done to the soul. I can help with this with future students and soldiers.

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It was a master's program and helped me toward my doctorate.

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I believe simply holding an MPA will benefit me in my career. I gained a lot from the program but I do believe it would benefit greatly by advanced quantitative analysis. I feel as if the program is trying to accomplish too many things within the general cohort. It would be beneficial to separate the public policy concentration from the non-profit track.

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I appreciated the diversity of experience, the diversity of perspective, and the diversity of interests among the faculty and my fellow students. Financially, my TESC MPA was also a great value, and the degree continues to be well-respected in the community, which I value.

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I have felt that my courses could have been enriched by more practical experiences. I also think it would be helpful for MPAs to be able to go back every 5 years and pick up some low-cost credits that would refresh their skills.

I got my degree, however, I never received my published project. It appears to have disappeared.

I greatly value my time in the program and speak highly to others about the quality of my time at Evergreen.

I was able to use my learning immediately in a work environment.

I think for a part time (night time) program that could be done while working full time it provided for me what I put into it. I think it could have been more practical and less theoretical to better prepare me for the real world.

It was new but energetic.

I feel that the skills learned were broad enough to apply no matter where I moved and no matter what sector/industry I went into.

In general, the coursework was robust. It was a good mix of theory and practice. I would have like more emphasis on data, modeling, and budgets. Or options to further these skills through electives.

The overall benefit of the MPA correlates to the effort and energy put into the program. Not all students are held to account for poor/sub-standard performance, however, and this weakens the value of the degree.

The MPA Program was the best educational experience I've ever had.

While I am satisfied, I believe the program could have included more a more "hands on approach" throughout the first year core. The course tended to focus on the historical and theoretical instead of the "practical," such as taking a real agency or nonprofit and truly examining how it operates in the real world.

The faculty was outstanding. I appreciated the balance of practical application as well as theory. The networking aspect has been key in advancing my career and making a difference through public service.

Good as a student - almost no connection as a grad

I learned a lot and landed a job, but the program was not very challenging and tended to teach to the lowest denominator rather than forging ahead when appropriate, it seemed a lot of cohort time was spent playing catch-up. I thought graduate school would be harder. I was also disappointed with some of the feedback from faculty, it wasn't very thoughtful or helpful. There were faculty, however, that I appreciated and learned from, and they made the program worthwhile. I recommend the program to people, but feel it needs to be augmented by sounder economic and historical underpinnings.

Not enough discussion about current trends

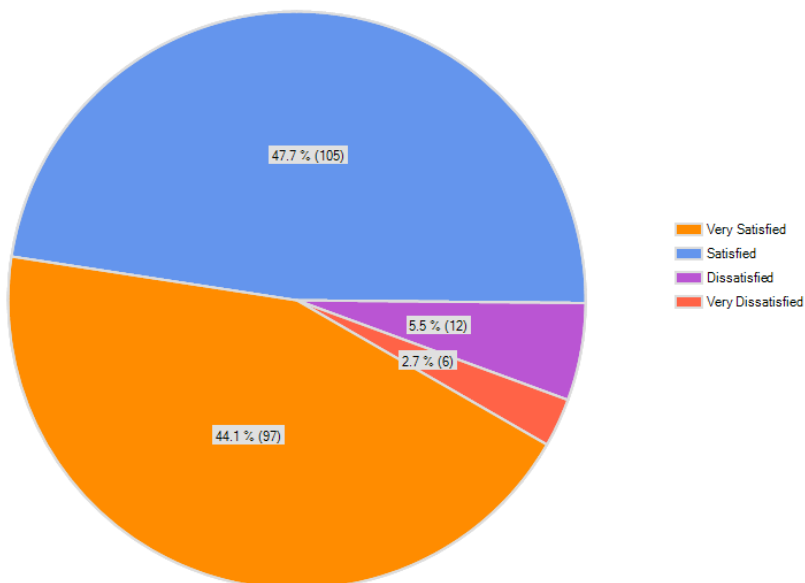
The MPA program gave me a theoretical foundation of "how administration and government work." It failed to prepare me for work in a command/control bureaucracy,

and didn't give me the management skills necessary for navigating the distinctly political waters of superiors and subordinates.

Would have liked more help with job placement after graduating

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I greatly value my time in the program and speak highly to others about the quality of my time at Evergreen.

I was able to use my learning immediately in a work environment.

I think for a part time (night time) program that could be done while working full time it provided for me what I put into it. I think it could have been more practical and less theoretical to better prepare me for the real world.

It was new but energetic.

I feel that the skills learned were broad enough to apply no matter where I moved and no matter what sector/industry I went into.

In general, the coursework was robust. It was a good mix of theory and practice. I would have like more emphasis on data, modeling, and budgets. Or options to further these skills through electives.

The overall benefit of the MPA correlates to the effort and energy put into the program. Not all students are held to account for poor/sub-standard performance, however, and this weakens the value of the degree.

The MPA Program was the best educational experience I've ever had.

While I am satisfied, I believe the program could have included more a more "hands on

approach" throughout the first year core. The course tended to focus on the historical and theoretical instead of the "practical," such as taking a real agency or nonprofit and truly examining how it operates in the real world.

The faculty was outstanding. I appreciated the balance of practical application as well as theory. The networking aspect has been key in advancing my career and making a difference through public service.

Good as a student - almost no connection as a grad

I learned a lot and landed a job, but the program was not very challenging and tended to teach to the lowest denominator rather than forging ahead when appropriate, it seemed a lot of cohort time was spent playing catch-up. I thought graduate school would be harder. I was also disappointed with some of the feedback from faculty, it wasn't very thoughtful or helpful. There were faculty, however, that I appreciated and learned from, and they made the program worthwhile. I recommend the program to people, but feel it needs to be augmented by sounder economic and historical underpinnings.

Not enough discussion about current trends

The MPA program gave me a theoretical foundation of "how administration and government work." It failed to prepare me for work in a command/control bureaucracy, and didn't give me the management skills necessary for navigating the distinctly political waters of superiors and subordinates.

Would have liked more help with job placement after graduating

From your vantage point as an alumna/alumnus, what knowledge, skills or abilities acquired during your Evergreen MPA studies do you find most useful? (n=202)

Exposure (in my case, re-exposure) to political thought and the development of government structures in the U.S.

Public Management and Public Policy

Making a compelling case briefly Appreciation of the role of government in daily decisions

Articulating a point or position; considering a differing point or position

Tribal Government Policy Tribal successes and failures Methodology in reservation

protocol Government to Government collaboration

Presentations.

public presentations helped me the most

Specific issues facing Tribes with faculty from those nations/students from these communities/cultural competency/critical thinking and indigenous perspectives--and ways of doing and saying things...learning to listen.

Learning how to write concisely, public speaking, and thinking strategically

Research, content directly pertaining to Tribal governance, networking

Legislative process

Teamwork, collaboration, consensus building

Research, writing, critical thinking, working with teams/groups.
Knowledge of history and organizational psychology.

writing skills, critical reading and analysis skills, skills for working in teams

My base of general knowledge grew tremendously, particularly my awareness of progressive political theories and thinkers, a more accurate/inclusive history of our nation and system of government, and a new awareness of how power and privilege are exercised in our society. I also learned the basics of political economy. My political views changed as a result. The program also helped me uncover and repopulate many "blind spots" in my formal and informal education. I credit the program with training me to be an effective change agent by helping me learn to think differently. I often visualize and capitalize on opportunities for positive change that others miss.

Breadth in perspective, quantitative skills, research abilities

willingness to step outside the box more, take on new challenges, and greater belief in own abilities.

Economies and economics Negotiation and compromise Law and legal - how to follow and look for law and policies or the lack there-of

statistics

Advocating for democracy and social justice Decision making Well informed policy

Collaboration, negotiation, team dynamics and team effectiveness, servant leadership

development of critical thinking skills

Most of it, frankly. I argued a lot in economics that it's not really a science (still think that).

Group facilitation and communication skills.

All if it, collectively. It's vague but true. The group projects helped me learn a lot about myself as a leader, my personal work ethic and how to overcome the challenges of others' styles.

The ability to say I have a masters degree does give me a leg up in the entry level jobs I apply for I'm working at 13 dollars an hour, less than I made before I had a degree at all.. Apparently, my MPA doesn't mean much to employers

Ability to collaborate with various interest groups to achieve a common goal.

I felt more connected to my community following the program. Also, I was better prepared to participate in the executive and legislative sectors of government.

Public speaking, better understanding of federal trust responsibility, gov-to-gov relationships, sovereignty

Statistics, Farmer's anti-administration, Follett's interpenetration, Simrell-King's praxis.

community connections

My most useful skills are writing and research. I have since begun and am near completion of a PhD in Public Policy and Administration.

analytical and problem solving skills and abilities

The emphasis on cultural diversity and sustainability was helpful.

Collaboration with other professionals. My internships enabled me to learn job readiness skills. Learning from others increased my leadership ability.

Nita Rhinehart's offering on legislative process, exposure to stakeholder analysis, the

opportunity to sharpen my writing skills.

Confidences in my writing and analytic skills.

n/c

critical thinking writing budget management

Governance and How things Actually Work (or not!); real world instruction with real world examples; inspired me, really.

Hands on applicable skills

My analytical skills improved as well as my ability to thoroughly critique social problems from multiple angles.

the combo of context and skill sets was most useful

Knowledge of Tribal governments and their relationship with state, federal and local jurisdictions.

public speaking, US and Indian history including treaty and US court cases, dealing with a hostile faculty member has taught me to how to fight in academia.

Critical thinking on a variety of levels Inclusive approach to public policy

Greater understanding of the government process and the enduring issues of public administration.

The ability to view policy from the local and the big picture, non- profit management, the ability to think and write critically and the understanding of Tribal government and sovereignty have been most valuable.

Writing, the MPA program enhanced my writing skill and confidence tremendously. It also helped me dissect the operations and management structure of different organization to determine how effectively they function.

not specific

Better understanding of state and city government

Confidence in my writing analytical skills.

critical thinking and analytical writing

I have knowledge of world economic systems and the ability to articulate them to indigenous peoples.

non-profit management.

Patience and project management

The foundation of how democracy operates and how to engage actively.

Research skills, designing surveys and focus groups.

Team based assignments, exercises involving critical thinking, organizational theory and presentation/communication assignments.

better research, use of materials from different sources, thinking about values and the need to distinguish my values from whatever I'm evaluating.

Understanding of the legislative process, practice reading large quantities of information and distilling out important ideas, and insight into how research studies are conducted.

Understanding public process at multiple levels. Learning policy frameworks.
The learning of the structure of government and the connection to nonprofit and the partnership of delivering services to our citizens

I frequently need to negotiate with groups of people during projects to achieve some agency goal or come to consensus. I found the strategic planning class (where we tried to come to consensus on selected health care issues - led by Rep. Seaquist) an especially useful class. The class helped us focus on the experience and mechanics of negotiating a consensus about how to achieve a long-term strategic planning goal.

I don't know yet

Networking with other students and instructors is certainly near the top of the list. I really liked the hands-on work in going to the legislature and attending sessions. I have been around the block as a public servant and having gone through this program only reinforces my experience and background.

I learned how to analyze and how to critique.

Statistics and that year means the most to me because now I understand the meaning of the numbers. I also love the issue of Public Policy and that capstone year helped me understand how numbers translate to Policy, People, and employment.

Team project work, applied research methods, context of public administration and policy work

Learning from individuals of diverse backgrounds.

Working in a team environment and providing leadership to that team. Researching and analyzing issues and solutions. Technical writing for accuracy and clarity. Ability to accept constructive criticism and to constantly improve.

Ability to sift through long documents for their essence (Gov't 101), analysis of issues, writing clearly & concisely, the ability/courage to speak publicly, and the ability to work in a group setting successfully.

Ability complete quality research, understanding of state government, critical thinking about sameness/differences in public administration

research, writing

Real work experience working with Tribal nations and the federal government.

Tribal sovereignty and intergovernmental relations knowledge

The capstone presentations were the most influential in shaping my skills developed in the program.

Approach to collaborative problem solving

Working with groups to accomplish tasks, working with diversity.

Research skills.

Knowledge gained about civic engagement and role of citizenry; ability and skills to speak publicly and deliver a captivating speech or presentation.

As a result of my experience within the MPA setting, I now have a greater outlook and openness to a variety of people, ideas and lifestyles.

The ability to defend what I learned, also empower those who ignore their own strength to represent their class "minority".

I am still seeking work. I wish there had been a concentration on putting my knowledge skills into practice

policy analysis, policy development, critical thinking, learning styles, team dynamics, respecting other perspectives.

the relationships between Tribes and government and how they are different but yet the same, for those who had no experience with Tribes was a good tool to understand as to what their difficulty was relating to Tribal issues and vice versa, understanding each other and how to meet on common ground to accomplish goals was extremely helpful

The ability to speak in front of an audience and hear perspectives from other people from different cultures as well as learn from other perspectives in an academic setting.

Writing/research.

The ability to think critically about issues; being able to write at a professional level; the little blue book was extremely helpful in helping me learn to think deeper and more broadly; the seminar format taught me how to articulate my thoughts in a professional, structured, and reasoned format.

Knowledge of government and its processes Unique processes of Tribal governments
Unique federal trust relationship

Tribal and state agreements and economic stability for Tribes
The networking opportunity and the versatility in the degree.

To work well with others.

leadership

I like to be able to see both sides of the issues.

analysis of legal problems related to policy/law/case law. focus on the broad picture while tending to minor details that require the use of lists, meetings while maintaining mission requirements. speak with diverse audiences that require sensitivity, awareness and circumspection of tone of voice, use of body language and the words spoken.

The Evergreen MPA program does an excellent job of systems-based, "client" focused or "street level" focused thinking. Of course, most of our institutions focus on the institution first and not the receiver of services first. Also, without systems-based thinking the idea of sustainable and efficient service delivery is moot. This is the kind of

forward thinking that makes the Evergreen MPA program standout from other programs or disciplines.

All of them...I'm currently applying all of my readings, writings, and knowledge gained from the Tribal MPA courses, and with these skills, I am assisting with moving some of my Tribes programs forward in a positive direction.

The program teaches you a little about a lot which allows you to hold your own with any government/policy crowd. For me the advanced research methods course was quite helpful along with all of Prof. Rinehart's legislative classes.

Broad understanding of the context of public service with the ability to explore specific areas of interest.

I have knowledge of many Tribes and my networking is incredible. Research methods, statistics and public speaking is what's most useful for me.

Synthesis of issues, policies and strategic planning. Analytic writing and grant writing. Tackling wicked problems and dedication to collaborative community problem solving.

unsure

Managing diverse perspectives, strategies for engaging citizens, connecting theory to practice, practical policy analysis tools, managing and communicating in teams.

Creation of Tribal Policy, Acts, Cultural economics.

how critical thinking translates into writing policy. examining what you want to express but more importantly, what you don't want to say.

Learning to work with others in a cooperative manner.

Intergovernmental relationships, Tribal constitutions, zoning and codes and Tribal self governance. I feel that I am prepared to write a MOU and a MOA, a resolution. I feel that I gained the skills to do in depth research on an issue facing a Tribe and it's government and present this information in a professional manner.

Writing, critical thinking, innovation, and research methods.

The ability to show up and put my time in to get the degree. The need to have advance degrees is a joke. It is an education tax that is imposed on the worker/student.

Critical thinking, reflective research, PA theory, policy analysis, survey design
(Advanced Research Methods)

Hands down, methods. With no prior government experience besides that garnered through TESC MPA, I became a team leader for a state agency's survey team and provided independent research and analysis for the Governor and her natural resources cabinet. I was also instrumental in the process improvement of a statewide policy and its implementation. I couldn't have done this without learning how to define tangible performance measures.

Theories and practices of inclusive, participatory governance. Organizational theory, especially how to create (and sustain) meaningful change in organizations.

the degree allowed me to step up into a higher paying job classification within a month of graduation; nothing specific to the program comes to mind (5 years later...)

Inside information about legislative issues, job interview and resume building skills, presentation skills (best without the PowerPoint) and networking skills were the things that have helped me the most.

Ability to understand new concepts quickly and to implement them through group process.

Analysis, Presentation (Oral and Written), Team Building, Fiscal Budget, Organizational Theory and Structure, Non-Governmental Public Organizations

working collaboratively

Critical thinking; working in teams; juggling multiple priorities (I was working full-time and attending the program)

There are so many. Collaboration, effective communication, active listening, public speaking and thoughtful interpersonal relations. Understanding of qualitative and quantitative data collection and analysis. Orientation to resources and strategies for effective non-profit development and management. Understanding of political systems and the complexities and challenges of public service. Clear and effective report writing. Many more I'm sure!

The degree itself. The work that I did in policy oriented courses since I serve in a policy position for the Federal government.

I've always been good at seeing the big picture. My time at Evergreen enhanced that.

There are many thing but I I only have a few minutes to fill in the survey. The most

important skill that Evergreen MPA program thought me was how to think critically about the entire scope of a problem and how to work in a team.

Fundamentally, the MPA is a good credential to have. It backs up the fact that I have numerous skills in the relevant fields. Beyond that, I found the long form thesis quite valuable as preparation for writing policy documents.

Skills: Critical Thinking, Writing Knowledge: Major theories within Public Administration and Policy.

Diversity and understanding. My fear is that others may not understand my choices.

analytical and critical thinking skills

Research

The research work was very helpful and informative.

process work, research & stats, leadership courses

Statistical analysis, systems thinking, working in teams and with new people

I learned more about labor relations, something about statistics, and a bit about managing people.

Research skills; critical analysis

Improved analytical skills. Greater level of tolerance for extreme differences in personal or social values.

systems theory, new management theory, sustainable organizational management, budget policy,

critical thinking and analytical skills tools and theories for solving problems facilitation skills working on a team, collaboration team building skills research design and research ethics project management data analysis and interpretation understanding of politics and policy-making process understanding of public vs. private vs. nonprofit sectors understanding of key debates about government and governance

ability to read/analyze

Analytical skills - and being required to demonstrate those skills through writing concise and persuasive policy papers and producing well-reasoned policy proposals.

Statistics -- more advanced, practical analysis techniques

The ability to analyze information and make decisions based upon it. Also, a more profound understanding of the public policy development process.

Organizational development, policy classes, class with state legislator.

Statistical analysis and quantitative & qualitative research methods have been the most helpful to me. I think the study of management theory and practices will help me in the future.

Critical thinking, collaboration.

The ability to look at a problem/solution from different perspectives and predict how it will affect various groups of people.

Practical research skills, quantitative and qualitative. Advocacy before legislature.

Communication, conflict resolution, negotiation

Seminar

1) Research and critical thinking 2) written and verbal expression of ideas/positions

The MPA program improved my writing skills and refreshed my creativity. I also got way more use than I ever expected from the short piece we did on survey development.

Working with the legislature (bill writing, testimony), implementing public policy/law.

leadership, policy analysis, nonprofit management, analytical writing skills

oral presentations, report writing, and research techniques
systems thinking, civic engagement, leadership, creative problem solving

First-had access to people who work in state government as adjunct faculty (Sue Crystal - now deceased and Senator Fraser). The ability to write papers on areas of interest: elections, civic engagement, corporate welfare, and the ability (and expectation) to present learning in creative ways. I felt I could use my past education, work history and experiences to my benefit in the program.

Confidence in myself to accomplish my goals

Everything was useful. In general it provided a great deal of perspective on the inner-workings of governments and organizations of all types. Most useful were the deeply theoretical classes and the most practical/hands on.

working within diverse groups that better inform decision making.

History of Public Admin, application of methodologies, connection/network with colleagues

public speaking, thought processing, understanding of fiscal issues, clear writing skills

Overview of public administration in general. Difficulty of making institutional changes. Overview of state budgeting process and all that was involved in development the state's health insurance program.

Analytical skills, though more would have been better. Being encouraged to pursue the research questions that most interested me had the biggest impact on my career opportunities.

Leadership, writing, and communication skills...these are the most important for career advancement and the evergreen mpa does a great job fostering these

My writing and analytical skills are probably the most valuable skills. I have a strong understanding of government.

The program enhanced my critical thinking skills. I appreciate how it taught me to dissect arguments and look for inherent bias. It also helped me to view issues from another point of view. I also learned how to use stories to frame an argument and recognize when others do the same. Communication.

Specific topic areas, such as performance measures, project management, data analysis.

Collaboration

Analyzing situations.

How to lead and treat employees to make them more productive

analysis of complex social issues

Managing human resources, policy planning

The emphasis of crossing the praxis line and putting theory into practice was invaluable. The program's push to have me engaged with the community got me involved with organizations and causes I never knew I was passionate about, plus I got to see what I was learning take place before my eyes!

Techniques of being a leader and a better understanding of government and governance.

Critical thinking and writing. The broad viewpoint from a state gov't & NGO perspective. How to network.

Working with others Leadership Skills Built Knowledge of Administrative Skills

MPA helped me see the legitimacy of doing an ad-hoc little study or writing a "white paper" on an issue.

It is necessary for me to have a foundation in the governing structures that exist and our reading and coursework provided this information. Additionally, the structure of the program allowed me to develop my communication skills. Being able to communicate information concisely through different mediums is essential.

To research both side of issues. A comprehensive approach

My feeling is that the general Evergreen approach of flexibility and discussion as a means to make conclusions have been important. The fundamentals of research and writing are skills applicable across industries.

the emphasis on social justice, public policy and history.

not jumping to conclusions - looking at varying points of view and considering many sources of information (as well as who wrote the sources). finding my voice and writing skills too.

1. Critical analysis 2. Thinking In Systems 3. Numeracy 4. Questioning data sources 5. Using citations

Critical thinking

Budget analysis/ management MPA network Public policy knowledge Ability to apply learning from one area to another

Writing + Critical Thinking Skills

Personal growth

Public speaking skills, critical reasoning development.

-Understanding social research -Understanding the link between policy, budget and doing public good. -the Legislative course was extremely useful. -Understanding why government and for profit businesses differ in their management and goals.

I further honed my already exemplary writing skills as well as my critical thinking skills. I learned practical tools of doing PA such as project management, leadership skills, using logic models, etc. that I constantly utilize in my work. But the most useful KSA I acquired in the MPA was designing and conducting research and then analyzing the results of that research. I am especially thankful to have done the Public Policy concentration track (despite the grueling homework in ARM) and I use my research and analytical skills gained in the MPA every day.

Working in groups. Specific policy knowledge. Professional connections.

independent thinking and analysis, taking responsibility

All of the quant and qual research skills, literature reviews, and policy analysis information. The research skills have helped me tremendously both personally and professionally, especially my capstone research experience. If I had not learned the research skills, I don't think the program would have been worth it.

Research and writing.

Better research and writing skills. Much greater skill as a consumer of information/statistics, and the ability to critique/challenge it, and the ability to translate it to others. Better presentation skills. Better planning and group coordination skills. Greater knowledge of government and policy processes. In general, more focus on the application of knowledge, which has translated into a greater ability to turn theory into practice. Better critical skills, in general.

speaking

How to frame and defend conservative views in a non-conservative environment.

Multivariate statistical analysis proved most useful in finding employment.

Analytical

To know what I don't know and how to find it

For me, the best parts of the program were the studies on statistics and policy analysis, followed by its focusing on developing leadership skills.

team building workshops, research and the ability to question (for me I used the 5 w's and H process) my profs and cohort if I didn't understand. To find my voice

I took a stats / quantitative research class that was useful and assisted me with future employment.

What do you wish the Evergreen MPA program gave you during your studies, but did not?

Instruction by more competent faculty. At the time I participated in the program, not all, but most of the faculty did not present well and did not know much about evaluating writing or evaluating the spoken word.

NA

Nothing

More Native Instructors

More business contact opportunities.

seminars with non-Evergreeners is lacking content but also 45 minutes to one hour is not long for a good seminar discussions

Evaluations that were more focused like a letter of recommendation...anti-oppression training for NDN students/all in Tribal cohort*imperative

Program was too easy---did not press students to stretch themselves intellectually. More analytical reasoning courses and expect better writing skills.

More balanced viewpoints of faculty (liberal vs. conservative)

practical applications in partnership with specific agencies, organizations, entities.

More practical understanding of budgets.
Job-hunting skills and contacts.

Better budgeting/finance skills

Nothing that I can think of really. As is always the case, I'm sure, I felt that some of my classmates weren't as engaged as others.

more on budgets - their construction, feasibility, how to account for fringe
Documentation of costs, more grants are moving towards reimbursement and need a lot of cost documentation

grant writing

I wish there was more advising.

Can't think of anything... It was a long time ago.

Greater understanding of mechanics of state and local government.

Math, math, math and more math.

Since there were so few of us, A more thorough career assessment. A "where are you now, where do you want to go and how can we help get you there" kind of thing.

budgeting training, career ideas, some realities about the dysfunctional work place and how to survive it. Ways in which this degree is transferable across fields. A stronger association of alumnae that are invested in seeing other MPA's get employed

Greater exposure to social marketing.

Nothing that I can think of at this time.

There should be expanded student involvement in the design and implementation of the program -- meaningful participation by an elected student from each cohort in the faculty's group decision-making processes.

connection to evergreen as an institution

I wish that I had been given greater guidance as to what career choice I was making at the time. Real world experience and job readiness would also have had a positive impact. I realize that some of these issues should have been shouldered by me in order to guide my academic foray toward an achievable goal. As it were, I have become a professional student. Learning does serve a purpose in any case. I have fulfilled a lifelong goal as an end result.

Additional conflict resolution tools, and motivational methods.

marketing (online and offline), business development, sales, advertising.

Nothing that I can think of.

Building and managing a public sector budget, classes on management and supervision in the public sector, a course on understanding the state personnel process an collective bargaining, a class on making budget cuts ethically.

More math please. If you did not have a background you really could not build math skills.

better internships

more organized connections to govt & work opportunities

??????????

More community exposure for networking

More emphasis on social justice.

See question 4

I can't think of anything, I loved my experience with our cohort.

meeting more people in Tribal governance roles around the area AND post graduation career counseling, as it was there was no help in this area.

Financial Management Course is good; but there needs to be more examination of today's role(s) of public finance, revenue generation and the nuances of effectively separating (as much as possible) the "purse-strings from the politics"

Nothing comes to mind.

Practical budget, finance and accounting tools not just theory. I would have liked to experience more faculty in the Tribal Cohort. We had the same faculty for core and electives.

Better team management and people skills

Better career advancement and better networking capabilities

DK

job advancement

budget expertise! :)

internship- a placement to shine. I have much to offer, I think my classmates would agree.

hands-on, practical skills, such as conducting surveys like this one.

More focused attention from faculty -challenging my work or dialoging with me one-on-one to get me to think deeper

I feel the program and associated electives were well-rounded.

See 5.

A prettier degree to hang on my wall.

I wish there had been more critical feedback. It's nice to have kind things said about you, but I wish there'd been more observations shared related to where I could do better. I probably should have asked for the critical feedback more.

Nothing comes to mind

I wish they would have provided more lectures from the Federal government.

n/a

Less about theory (first two quarters were studying the different pioneers of MPA) and more about practical work experience acquired in the work place.

Tolerance. I believe my professors were bigots. I was the only African American person in the program and I was often singled out and patronized.

More classes on creating and managing a budget for departments.

In retrospect, I wish I would have known that the jobs I was interested in were not accessible through a simple job application or interview.

in part because the faculty rotated, and in part because living in Seattle I was only able to spend limited time on campus, the MPA program did not offer me particularly strong connections to faculty mentors -- may not be true for everyone

Different professor in core each quarter.

no reply

More focus on planning (my career since 1988) and local government structure and function.

Additional skills for working on national policy issues.

I wish I could have participated in more of the courses because they all looked so great!

As an intern I was able to participate in the fundraising elements in non-profit work. I wish the MPA program would offer extra-curricula opportunities for students able to organize events.

A job.

More analytical rigor.

More challenging coursework in the Tribal electives.

More practice and knowledge about budgets and excel.

More practical exposure to managing controversial topics in public engagement process

Don't know.

We should spend at least days with one of Indian nations

I would have appreciated a class or advisory concentration on directing my knowledge and passion into the real world where I could make a difference. Perhaps a capstone practicum would serve this end.

I think more emphasis on business, economics and budget development would be beneficial

how to find a job and write a resume with the education we were provided, and at what level of career we would be able to enter respectively.

The reality of how Tribes have nepotism and hire their own relatives, friends or associates and lack of professionalism that comes with working with people that you have close ties with.

Data/performance interface with policy development.

A better understanding of budgets;

Communication and public relations are of critical importance to Tribes. Continued Native academic leadership is critical to the Tribal program

Tribal guest speakers and more information on Tribal government issues

Urban American Indian/Alaskan Native issues. It's the big elephant in the room, but it's an essential part of learning that compliments Tribal governance.

Some concentration on the spiritual needs of the students.

a stronger alumni network and networking opportunities with potential employers in Olympia.

Travel overseas

Exceeded my expectations and well beyond any conception of a course as unique as my experience dictates.

I gave this answer several questions ago. N/A

Being an Econ grad with a poli sci minor, the first year of the core course felt a bit redundant. Would have liked to have used some of the time dedicated to general government structure on other topics.

I liked what was offered at the time of my enrollment. However, at the end, I did suggest that some classes be offered to current Tribal council. Some of the new/young council become very overwhelmed with being a leader and resort to unfavorable behaviors.

More classes/programs on financial management in the public sector.

My holidays.

Practitioner discussions from the non profit world. Would have liked to form a lasting group of others actively working in non profits. Would have liked to be able to voice more support and solidarity for Tribal MPA concentration participants.

connections

More rigor and technical support for rigorous research projects while focusing on translation to community, as opposed to simplification of information/data collection processes or low expectations for project rigor.

Additional text on Tribal governments, however, this is how it will be created.

more crossover opportunities with the Tribal cohort

Knowledge as to how to analyze a state budget. In depth work on policy analysis and lobbying.

I wish we would have spent a bit more time on the business side of things e.g. budgeting, marketing, and management, HOWEVER I appreciated how business wasn't the context of the program. Maybe just one more elective class that focuses on that stuff.

The chance for new students to come into the cohort. We stagnated after the first quarter and things did not progress. New blood in the Tribal Cohort would have helped keep things interesting. After one year, I knew what each person was going to say before they said it.

Analytical techniques and presentation of a position or argument (for example, information used for policy analysis, grant support, program evaluation results, etc.) that includes both narrative AND quantitative information as supporting evidence should be emphasized in the program core. These are necessary elements of praxis, that seem to be primarily relegated to elective options, but students would benefit from having this interdisciplinary skill set incorporated into the core program. Where are the basic technical applications of public administration emphasized? I wanted more opportunities for electives where I could focus on education, poverty issues, social justice, and environmental justice -- but that is just luck of the draw. Often those have been present in the curriculum, so the very limited set of electives in these areas was probably a matter of timing. There are many students who are headed into management or strengthening their current management roles, and it seems unfortunate that much of the material in the second year over-simplified the reality of management practices. More case studies with real world complexities would have been really useful -- the real-world is less formulaic than the information presented, and

while it is great to present the standard, dominant approach to project management, logic models, etc. why not also encourage these graduate level students to imagine other ways of doing things and how to value more than one kind of information, rather than bending to the current wave of technical-rational administration and policy-making that leaves most people out of decision-making and their input and experience out of consideration. Human resource issues were utterly slighted given how many graduates are or will be supervisors; as was the role of unions and labor laws (and the related issue of why public managers are now exempted and excluded from such organized labor advocacy).

More quantitative analysis techniques and skills, more opportunity to learn and use statistical analysis software, more fiscal analysis skills

I believe I would be more marketable today, if there had been more focus on performing statistical analyses and manipulating a variety of databases.

more rigorous statistical analysis practice

I wish the program had provided more rigorous analytical and research opportunities. I would have liked more work with statistics and more theory. I feel like the program (especially core) spent a lot of time pandering to the less academically minded students in the courses.

Detailed financial planning and analysis.

More employment transition help

Budget development and budget management.

Perspective beyond WA State. Grades.

A pathway to advanced studies. I regret that I did not go on to a PhD program, or at least, law school.

Nothing. It was a wonderful program.

Nothing. I'm satisfied. Deftly avoided the centrifugal tendency to specialize in obscure disciplines and on narrowly specific issues. Kept a generalized and widely applicable focus. Not everyone goes to work for the state or a Tribe.

Life for our Loved

better computer skills to qualify for even better jobs in STATE GOVERNMENT

More management / leadership

More international focus--not so focused on just local/US government.

More real life application - hands on study.

I was dissatisfied with the nonprofit track & wished the main instructor had had more experience working in & with nonprofits.

More technical skills such as how to develop budgets, do cost analysis of programs or measure program indicators

It was what it was. It could have been more rigorous, but the professors were very supportive, so that was good.

Permission to use my laptop to take notes; recognition of the Veteran's Day holiday

I wish it would have offered some form of studying the socio-economic stratification of the United States.

More in depth, hands on research and analytical experience at a slightly slower pace.

More data analysis and interpretation experience using statistical software. More project management training (although there was a class offered and I did not take it, my fault)

Skills for human resource management

financial/budget analysis

More interaction with high-level gov't officials; more exposure to all of the services public sector provides

More stats

I strongly believe that the program needs to put more emphasis on statistical analysis, budgeting and policy analysis in general. For me, there was far too much emphasis placed on PA history and theory. While I find this somewhat interesting we should not have devoted almost an entire quarter to it. Also, I appreciate the indigenous research methods, etc., but feel there was too much emphasis on it. I think there should be more challenging classes woven into the program. A two quarter economics series that focuses on economics and public policy. Or, a more in depth advanced statistics course

offered multiple times through out the year. The course offered over two weekends was not successful for me. I don't want the Evergreen MPA program to end up exactly like UW's program but I think it behooves the Evergreen program, faculty, and students to at least set students up to be on the same level as UW. You can't do that without a solid base in budgeting, policy, and statistics.

More technical skills and building solid alumni/job network.

na

More specific, higher level electives.

Class on non-profits.

More elective options in statistics and math

Some formal way to link to potential employers, not much support in that area.

More rigorous fiscal/budget skills

More time to get out into the community and more networking opportunities. Maybe some "day in the life of" sessions with MPA students who are already working in interesting areas or more hands-on opportunities to see what the guest speakers do or experience on a daily basis.

Job or promotion

Contract Management - state, federal

I firmly believe that, although Evergreen believes itself to be a liberal college, the student body fails the American Indian and Alaska Native. For example, when studying the book "Decolonizing Methodologies" by Linda Smith, there were way too many non-native students not necessarily seeing what this work was meant to call into question. Instead they expressed their feelings on a number of occasions portraying themselves as being victimized by the book and author.

None.

In my answer to the previous question I mentioned the theory/practical as most useful elements of the program. I would say that the harmonic integration of those two aspects in real-world settings would be the ideal format. More of an institutional connection between Evergreen and the state, local and city governments as well as local Tribes and nonprofits could have been really useful. Having interned and worked

on projects with those various entities was very useful for me - but those opportunities could have been magnified and integrated more fully into the overall program.

Mentoring

more opportunities to learn/study/develop skills around non-profits

nothing comes to mind.

How to connect to work opportunities after graduation having earned an MPA and having no intermediary experience connecting secretarial/support positions to management level positions.

Perhaps a bit more budget management

Deeper analytical skills, especially modeling.

I need more technical skills. Part of the problem is that I graduated before some types of programs were even created. I would like better statistical skills as well.

More information about organizational leadership and professional growth.

More statistics

practical experience -- like hands on experience about what we might be doing when we came out. I feel as though I gained a lot of ideas and theories, but not a lot of practical, hands on experience or skills.

I would liked to have learned more about budgeting

1. More state agency work-in-progress visits, 2. More mentoring opportunities. 3. Closer monitoring of faculty evaluations of students. (at least for Bill Arney)

some more practical hands-on skills

no comment

I think it would have been beneficial to identify a valedictorian and salutatorian...have a little carrot dangling at the end of that stick (so-to-speak)

A better scope of the MPA field.

Not sure. I haven't looked into other MPA programs but I think I got a very good education.

More Social Justice/Awareness/Responsiveness

More budget information

I would have liked more electives to better develop the practical skills of public policy analysis and budgeting. Also I am a strong believer that the ability to analyze data is necessary and although this was a part of second year core and was offered as a winter elective, I would have liked more electives or it integrated earlier in the process. I believe the core classes have changed since I obtained my degree and the MPA program may already be doing this sort of integration.

More practical applicability - but this was more my fault than the fault of the program.

career counseling, more public policy, an internship.

more 'in the field work' - I had to do an internship, but more varied internships would have been good.

A letter grade. Some worked too hard for pass/fail, while others coasted.

More classes on management Required class on budget management Required internship (I did one, and think that people who don't are missing out big time)

Budget and finance experience

More hands-on/practical leadership activities

A non-fragmented experience

I felt that not all students are upheld to the same academic rigors as others.

Public Administration, especially state and local government, is currently being held hostage by an aging bureaucratic information technology workforce more interested in job security than innovation. The world is rapidly changing in the way it communicates and uses technology and PA is lagging behind. The ability to converse with IT staff in order to develop the technological tools needed for basic public processes, for better civic engagement, and for collecting critical data needed to become a more efficient and effective government needs to be better emphasized and taught in Evergreen's MPA program. Offer a computer programming class for public administrators.

-More on budget studies from the ground up. -How public-private partnerships are

forged and managed. -More real world examinations of where government agencies have made "blunders" or overcome obstacles. -Maybe framed discussions around a post-recession world...How do we do more with less? This approach could have sprung some amazing conversations and follows the Evergreen course of approaching things differently.

Help with general professional development.

More options for classes. More opportunities to take certain classes. It was very difficult to choose between equally important classes, and disappointing when they were not offered again (even though I took four years to complete the program). More intellectual challenge in general: completing the work was nearly always challenging due to work and family life, but for the most part, I did not find the course work intellectually challenging very often, especially in the core program. The most interesting topics, and perhaps the most relevant (feminist theory in public administration, indigenous struggle, etc) in the core program were all thrown together in the last quarter which barely allowed enough time to dig into them. I wish there had been more of a focus on Washington state in the core program, which would have made things less abstract and more engaging, in my opinion. I wish more of the programs were available as weekend intensives -the weeknight classes were brutal.

A more solid understanding of economics. I'm finding how integral and lucrative it is to have that knowledge, and felt like the program breezed over that section of the coursework and allowed for a "it's too hard and I don't get it so let's just move on" mentality to permeate the classroom and seminar discussions. I was disappointed to find so few people being really engaged in seminar. I also wish I had acquired a deeper understanding of the legislative process in Washington - the book Sine Die has since been recommended to me.

A chance to write a thesis. More accountability - both of faculty and students - and higher standards. More valuable electives. More academic rigor. More and better opportunities for financial assistance.

Public administration and how it can promote social justice.

More quantitative work on statistics and budgets.

More concentration on management/people skills. Prioritized focus on quantitative research methods.

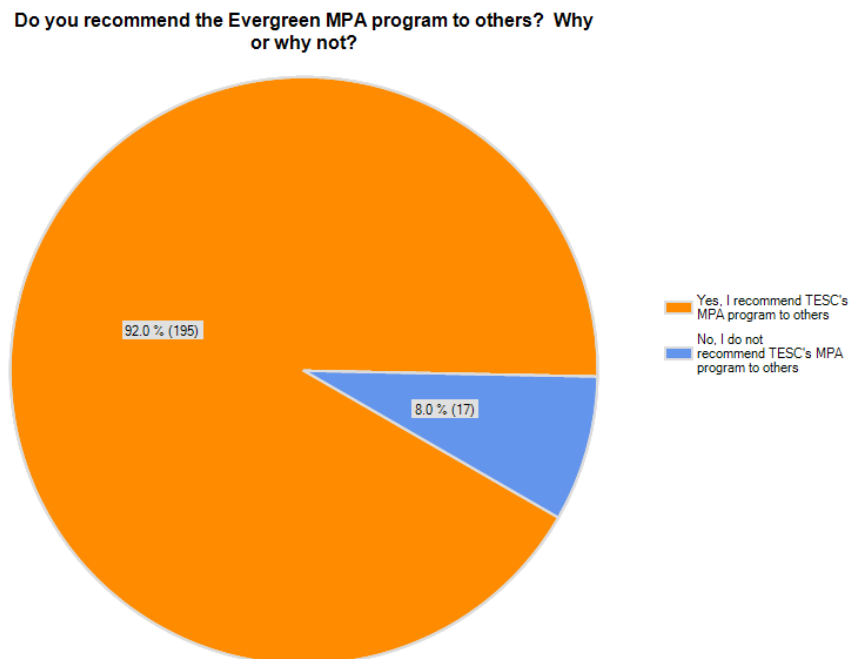
Job preparation

I continue to feel that the program lacked academic rigor and completely ignored (to our harm) some of the major coursework normally covered during MPA programs. The

cohort as a whole seemed to be lacking a general understanding of US History and how its government operates - I feel there should be a stronger focus on these issues, particularly in the first year of the program. In addition, it would have been nice if the instructions had mentioned that we could take courses within the Masters in Environmental Science before the last quarter of the second year.

no

Maybe an exchange MPA program at other schools either in the US or Abroad or to Washington DC to see up close and personal, Public Administration at the Federal level



Do you recommend the Evergreen MPA program to others? Why or why not?

With the caveat that, as with most things, they would need to work hard to get a worthwhile result.

It is a great program.

because I believe that TESC is the greatest potential for developing community leaders and advocates for social justice

It is the only program of its type and serves the intended population in a very specific way....but needs to hire NDN qualified/creative faculty--perhaps an MBA familiar with

Tribal economies/ or Policy advocate/activists

I am on the fence whether yes or no. Again, program should be more challenging.

I have heartily recommended this degree to several people knowing that it would fulfill their study needs and interests. Also, I appreciate the mix of independent and group work, subject matter and strong core base. I also felt that the classes were more culturally appropriate in how they are set up in a bit more open structure. Love everything about Evergreen.

quality program and adaptable schedules

Applicable to a variety of interests with the ability to specify unique student interests

Tribal program especially, but then I guess I don't really know how it is doing after so many changes in recent years.

Because there is a Tribal focus

excellent program for the mature working student

For the reasons I gave earlier about what I gained.

it gives you every opportunity to get out of it whatever you need. also, i wish your survey had an option for "unemployed" or "self-employed" or even better an "other" box that you can fill in.

I constantly recommend it but add if you want to work with a living wage get a nursing degree

It puts you in touch with the 99%.

Because government matters enough that it's important to do it well.

when I left the program felt like it was in transition and now I am not sure what the program is that I would be recommending

The method of teaching I experienced at TESC is by far superior to that of the conventional brick and mortar institution.

I would recommend it to someone with a clear sense of their strengths and who possessed self-motivation

Depending on the student (I worked as student advisor) I would (and have) recommended it because it is a good solid program; nearby; flexible with work, flexible in particular areas of study. Perfect for some, but not necessarily for all.

it was an excellent learning experience

It is a great program overall

the program is mostly helpful but the shortcomings of the program are glaring.

TESC MPA program is a good starting place for involvement of public service; the campus' proximity to state government is ideal and (I believe) the program sets a standard for students to look at public policy/service from both traditional and non-traditional viewpoints

Every career public administrator could benefit from this program.

others would probably get more out of it than I did

Many state workers can benefit from the ideas and experiences that the MPA program provides.

wholeheartedly and enthusiastically because it can't be found anywhere else and is exactly what Tribal administrators or people who work with Tribes need

No, I would recommend becoming a heavy equipment operator- that is if you want to eat..

Having Master's Degree is essential to getting a job in a tight job market, just to get a start.

It depends on what the person is seeking -it may be a good fit and in other cases it may not be

I live a long way away. This program was clearly designed to serve working adults in the area. A fine program, but I wouldn't suggest that someone move across country to attend (as I did).

Flexibility in the program to focus on areas that people find interesting.

Good program, grounded in progressive principles, close proximity

I believe it is a top notch program and we are lucky to have a program in our community

I found it challenging, and it gave me a broad view of public administration.

I love the program and I believe it is going to prepare me for a rewarding career.

I do highly recommend it. The fact that this survey is being sought shows me they are working on ways to improve. There will always be "what ifs" in life but we learn from those.

Because of the way I was treated.

It is an intensive and great program. Yes, you do make life-long contacts. (I didn't believe this when I first entered the program.)

I absolutely recommend TESC's, MPA program to anyone who wants to be a better citizen, government employee, non-profit worker, IF they are already in the system with work to practice on and work to do.

I recommend the Evergreen MPA program to people who are mid-career or looking for a program that provides opportunities for internships and practical experience, e.g. those who are less in need of coursework, mentorship, etc.

It's in Olympia and provides ready access to state government.

It's an excellent program that prepares one well.

An excellent background for almost any work in the public sector.

Best thing I ever did!

extremely nurturing program which allows for freedom to explore topics of interest to the end user.

When I run into interested folks, I do recommend this program.

Given a yes or no answer option, I have to say no. I found the non profit offerings and practical applications to be lacking. While I am grateful for what i learned in the MPA program, I honestly felt the program should have been more rigorous academically. I found many in my seminar had not done the readings, and therefore felt seminar discussions were lacking in depth. I also felt the first year focused too much on theory

and not enough on practical application of theory. The offerings made regarding non-profit administration were small. I would suggest a stronger, more practical tract for those who wish to work in the not for profit world. I also must say that, as a visually impaired student, I felt that most faculty did not meet the legal and TESC policy commitments to accommodate my needs as a "disabled" student. TESC could do much to meld academic freedom for faculty with the learning needs of its students. What is the purpose of faculty freedom if it actually limits the student's ability to learn?

it is a fantastic program. I enjoyed the experience.

It was a great foundation for me to gain perspectives on American Indians in the US, so I could compare and contrast the histories of colonization of both countries.

depends on the individual. Evergreen is not for everyone, self starters do great, others not so much.

The program helped me grow as a individual in every aspect (as a mother, family member, community member, employee, US Citizen, Citizen of my Nation); the structure of the program allowed for growth beyond the classroom by allowing students to build and develop meaningful relationships that extend beyond school.

To strengthen skills and knowledge of Native workers

I do all the time to interested AI/AN applicants.

Very well documented and respected program

Well-rounded, diverse thinking and open to reasonable attempts to getting through it in one piece.

As I mentioned earlier, the Evergreen MPA program could stand to intensify its faculty and requirements. Nonetheless, this program does a great job of preparing students for forward, real world thinking. It has a focus on reforming our systems based upon strengths-based, social justice focused solutions. You won't get this at another program.

I did because of the specific focus of Tribal government. Tribal members can obtain much needed skills, mindset, and knowledge from what is offered at the Evergreen State College MPA Tribal concentration.

At least three people whom I've recommend the program to have attended or are attending.

The most incredible education experience I've had.

MPA has Evergreen philosophy and rigor

I would recommend this program to anyone interested in government

This program challenged me to think about how to address issues in the public sphere WITH others, as opposed to in a room apart from those impacted by policies and decisions of government, the value of process, and some tools for approaching those processes. It also forced me to think about how I come to the table in these decisions and what responsibility I have to engage and engage others.

excellent jump start for those persons already involved in government or non-profits.
challenging for those who want to enter that arena.

I think its a fantastic program in teaching critical thinking, innovation, and decision making. I have many friends who have attended other MPA programs and they don't seem to have the same set of skills as Evergreen Grads.

I was not satisfied with the education in the least. I feel that I could have learned just about everything that was taught just by going to the library and using the books there. When asked by prospective students, I describe the strength and quality of the student body and the approach to teaching and learning. I emphasize the opportunities to learn from other students through collaborative work, and how many projects and studies can be customized to meet the particular subject-area interests of each student. Critical thinking and analytical thinking are strong emphases as well as understanding democratic governance. All of these are strengths. I warn them that in terms of theory vs. practice, it feels like year 1 is heavy on theory and dense reading (you'll wish for a balance of skill development and applications) and year 2 feels totally different and is mostly work on application projects (you'll miss deep discussions with your colleagues and collective learning that connects your work to theories, ideas, and the work of others). I do recommend the program. I ask them about particular goals and learning styles and offer suggestions about which faculty might be a good fit.

Simply stated -- as compared to other state MPA programs, it's the difference between transactional and transformational education.

I would recommend the program because of the access to different levels of government, the experience of the adjunct, and the opportunities to do real world projects.

The things I learned were incredibly valuable, especially from my electives. I do however, let people know that some of the core and required courses will feel simplistic, wasteful and too easy.

I think Evergreen's unique collaborative and community learning structure is amazing and offers something that is difficult to get at any other school. The faculty and programming were responsive to student interests, yet varied enough to meet the needs of students with different professional and personal goals while the class sizes were small enough for individual support and attention. I absolutely loved the cohort model as well and gained lifelong friends and professional contacts as a result.

I don't live in the state any more

It is a program that is different and as a society we need thinkers not just people that want a degree or grade.

I hear the program has changed significantly since I left.

Recommend for those who are clear in their goals and

It's a great program

The faculty in the program are very knowledgeable and seem to want to create the program to the needs of the students.

You get out of it what you put into it and there is a lot of flexibility
It's a good program, but your campus is too isolated.

Great foundation for further graduate studies

It was a very rigorous program that reinforced my commitment to improving social problems.

Learn useful skills, gain valuable understanding of the public sphere and the challenges of governing, great regional network of MPA grads to help with career opportunities, interdisciplinary approach, social justice focus

Builds on foundational principles

I would not recommend the program I attended in 98-00, but it seems to have improved since then.

Excellent value; attention paid to real life and practical application of knowledge, rather than strictly theoretical. Academically and intellectually stimulating and challenging.

I would recommend the Evergreen MPA program to others (and I have) because it is a solid program that will help graduates advance in their careers.

I think TESC offers a unique learning experience with the focus on the right place - praxis

I appreciate the option of a local college and with the right faculty the experience can be amazing.

Great for self development and career development; close for those who live in Oly; good hands-on learning environment

I firmly believe that the MPA Tribal concentration is a necessity in Indian Country. I just wish it was a stand alone program with its own autonomy.

I recommend it to people who I think would enjoy and use the culture of Evergreen to their benefit.

It obviously depends on the individuals goals, but the program was rigorous.

Yes, I think it's a good program for building your career

Both, I think the UW program is stronger, but the Evergreen MPA program suits some people best.

Overall, think the program has been enriched and improved.

I do with a caveat. I believe I received a first rate education, but am hesitant to recommend the program to some because of the stigma associated with Evergreen.

I recommend it with the caution that it is very theoretical, and not very skill/practical oriented.

It is accessible, affordable, and imparts confidence.

Personal transformation, administrative competence

emphasis on praxis (not contained to the classroom)

great faculty!

But I mention that it's not the best fit for everyone.

When I meet people who want to pursue this field, yes, but not working in the public sector or in the US, this is not really applicable.

Evergreen program mature self-directed approach

Pros: It is an enriching experience that can jumpstart or accelerate careers. Manageable within two years. Extensive range of skills and experiences. Cons: wide variation in faculty strengths, knowledge, and organizational skills. Lack of incentive to excel (competition). Reading requirements bordering on insanity.

I do, but under limited circumstances. The first year's studies were mainly theoretical, and could use some case studies. I also think that the non-profit emphasis needs to be decoupled from the general cohort, so that students wishing to study local or state government can spend more time on their respective field.

It is an excellent program and a clear path for those wishing to enhance and advance their careers in public service.

Good education, love the evergreen style, extremely good cost-benefit ratio

I recommend it because it's local, it's relatively inexpensive, it's flexible, and it's all around a pretty good program. I also recommend that everyone take at least one Tribal track class, because I think it absolutely essential for public administrators in Washington state to have working knowledge of Tribal governance, culture, and history. In fact, I think taking one Tribal track class should be mandatory for all MPA grads!

I learned from the program, was able to pursue coursework and studies I was interested in, and was inspired.

It's too expensive for the quality of instruction and low expectations for students.

If Evergreen can become more engaged in social change

But it is a qualified endorsement.

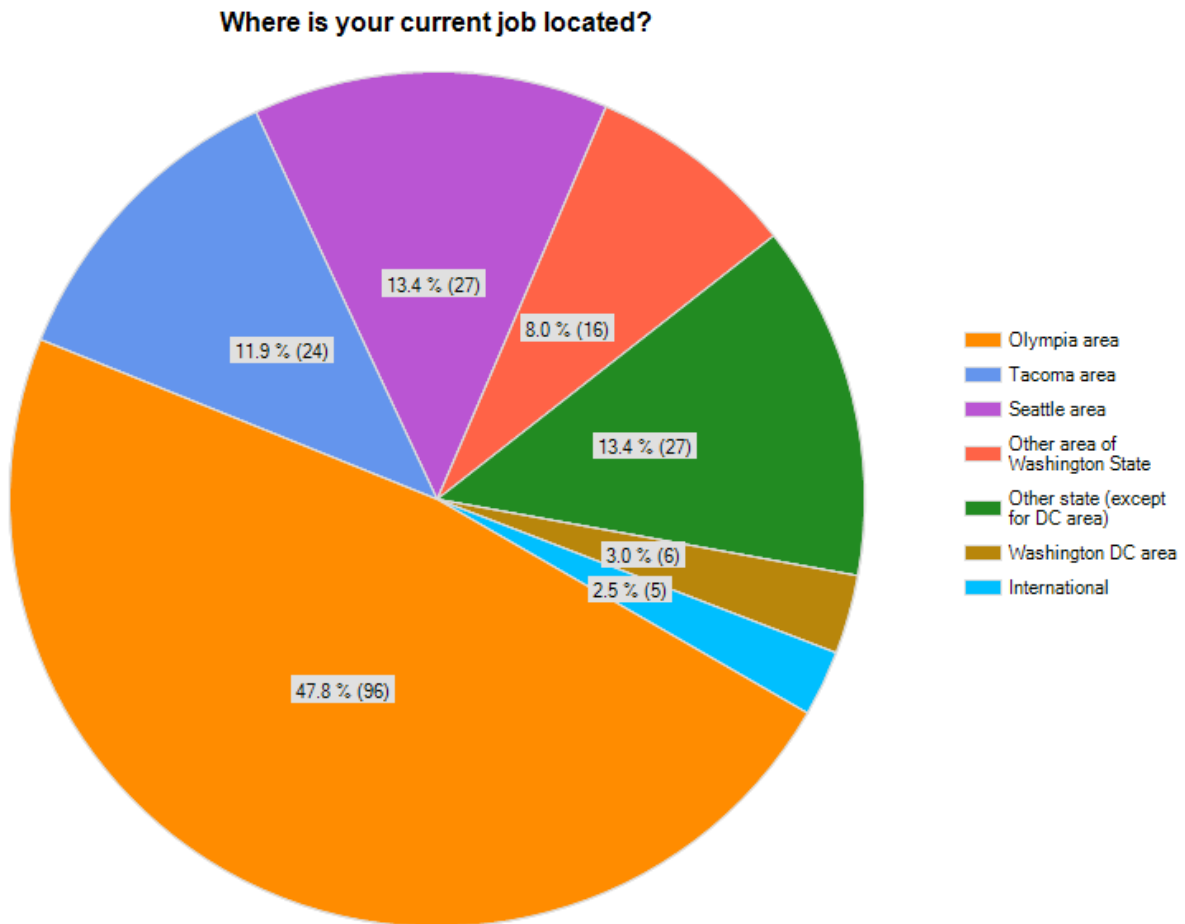
If for no other reason, the MPA program creates a community and family environment from which alumni can share ideas, learn, and grow.

Still a solid program

I recommend it, but cautiously. I feel the program at the UW is much, much stronger - and if people can afford the time and travel from Olympia to attend, it's a much better

value. For one, it's accredited. It's also more rigorous and has a much better reputation.

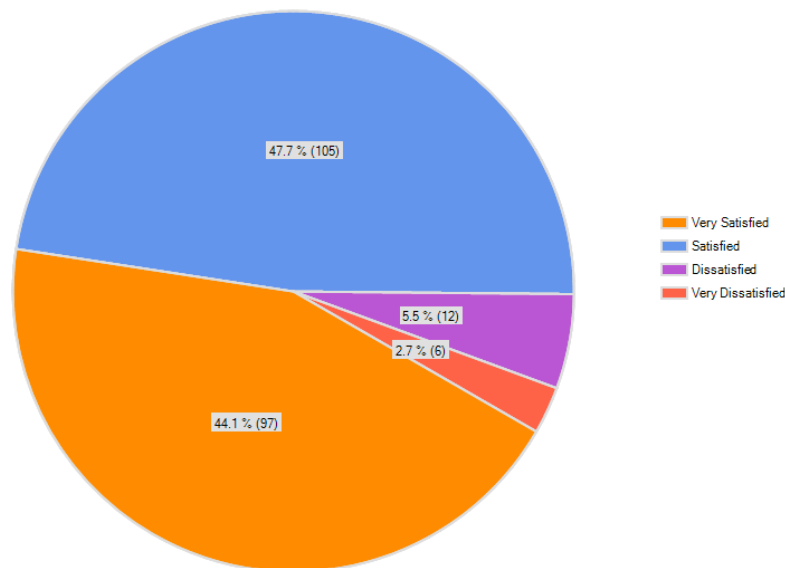
Great well rounded program...prepared me for a successful career



Appendix VII Full Employer Survey Report

EMPLOYERS (n=27)

In general, how satisfied are you with the way the Evergreen MPA program serves/served you? Please explain your answer.



What knowledge, skills and abilities do interns/alumni bring to your organization? (n=26)

Financial systems and ability to review corporate documents, how businesses work, reporting systems, legislature processes

Characterize how to work with the Native American population. Awareness of where Native Americans came from and where we are proceeding by receiving our education.

systems-thinking, people skills

Good writing and critical thinking skills.

So far, most of the students I've had as interns have been in the early stages of the program, so they're bringing a strong professional work ethic and eagerness to learn, but not necessarily strong skills in non-profits yet.

They seem to have a heightened awareness of the community and how it can be

utilized to shape government.

Ability to think broadly about public policy issues; critical thinking skills

The main strength of my Evergreen MPA alum has been a commitment to inclusiveness. They are eager to invite many parties to the table when decision making is made.

They tend to start with a working and practical knowledge that sets them apart from some other programs, very impressive! We need to do less training and supervision overall!

Dedication, intelligence, writing ability, ability to get along with other staff

Ability to collaborate with others, and share ideas.

insight & connections to community & resources within

I've only dealt with one, but that individual's analytical and process improvement abilities were enhanced by the Evergreen MPA.

Great skills researching topics of significance to the organization.

understand organizational leadership

Organizational skills, data collection and analysis, stakeholder facilitation and great research skills.

Critical thinking and a willingness to approach complex problems and invent creative ways to address them. Respect for diverse opinions and experiences. Ability to contribute to a team effort.

Not sure

Critical thinking, effective communicator, analytical skills, adaptability, and adept at research.

Good research skills, healthy curiosity, and interest in doing quality work.

Background in research, critical thinking skills and excellent customer relations/communication skills

Thinkers, problem solvers able to self-start and figure things out. Able to add to solutions

Outcomes/mission focus Teamwork and team forming skills Even disposition; not easily flustered Good communicator Demonstrates patience with others

good people and problem-solving skills, confidence in tackling new subject matter

Broader perspective of non-profit management, a sense of how to find resources, start a project unfamiliar to them, strategic thinking, baseline of skills, including budget management and grant writing.

our Evergreen MPA bring the ability to tackle projects that require a lot of background investigation to gain proficiency.

Any Special KSAs? (n=24)

public policy, policy analysis, financial systems and corporation analysis

Students integrate their know of Native Americans plight and how the struggle continues to educate the next generation. Perseverance, attitudes of warriors, not in the sense of fighting, but continuing due diligence in the arena of improving our lives.

Hard to answer. Not sure what you are asking.

Many of them have been strong researchers and editors when working on grants, not all have had the skills to work on grants independently, even after having taken the grants course. Some though have excelled in this area. All have had great attention to detail and good project management skills.

public policy

public policy, research

public policy, research and policy analysis

Research and policy analysis seem especially good.

Public policy, human rights, public administration, policy analysis

staff who are extremely dedicated to the personal/professional missions

The Evergreen MPA grad's holistic approach to policy analysis is worthy of note.

Research and policy analysis; attention to issues of disparate populations, public policy

Evergreen MPA program provides for a broad understanding of policy at the senior level.

Education policy and program research skills and strong abilities to present data to make case for programs.

What stands out when comparing Evergreen MPA alumni to other employees is a desire to understand the deeper context of an issue or problem, rather than simply find a quick surface-level solution and move on to the next task. Also, there is a tolerance for difficult, messy issues and an intellectual and personal interest in helping to address them. I can count on the fact that these students and alumni have experience working with others.

Policy

Public policy and policy analysis.

Public policy and public sector budget skills...or at least aptitude.

research and policy analysis

research and policy analysis

Works well in collaboration with non profit partners

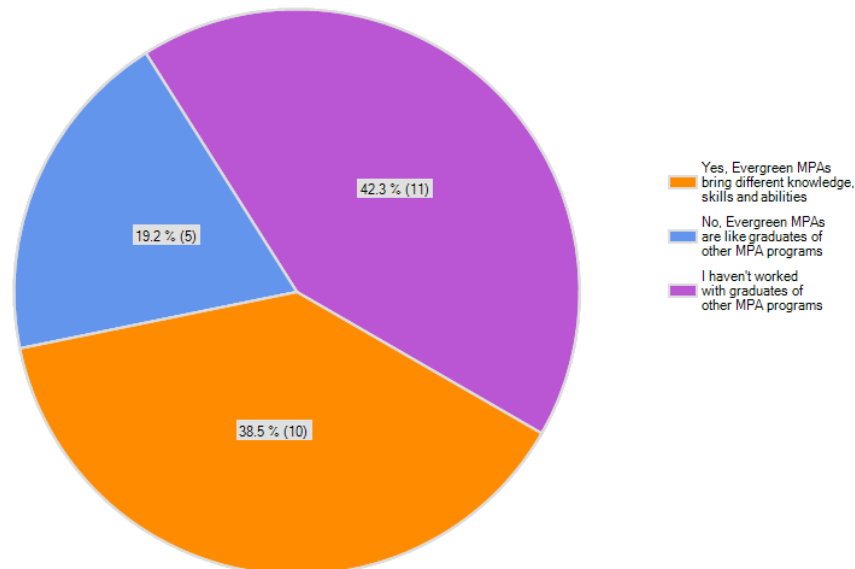
public policy, research and policy analysis, program development, program evaluation

Non profit management

research and policy, program and procedure development and implementation

In your experience, when compared to people with MPAs from other colleges and universities, do Evergreen MPAs bring different knowledge, skills and abilities to your workplace? Please explain your answer.

In your experience, when compared to people with MPAs from other colleges and universities, do Evergreen MPAs bring different knowledge, skills and abilities to your workplace? Please explain your answer.



Awareness of what really matters, is evidenced through MPA student's bonds and ties to one another.

Again, TESC MPA-types have a tendency to be better writers and thinkers in comparison to other programs.

I have no other basis from which to compare.

Seemed interested in the human aspects of the work, and had local knowledge, especially of state government.

Can't compare all that much, as I've had only a few friends/colleagues with MPA's. I have however, worked with those w/graduate degrees of other kinds, from other institutions, also with my own work in public sector: colleges/universities/state/local govt. Believe me, there is great misunderstanding and appreciation by them, for what TESC has to offer vs. its many stereotypes.

I am an MPA so can compare to myself. We have very similar knowledge, skills and abilities.

Evergreen students come with a desire to find solutions and listen to non-traditional input.

In terms of who I've supervised, I haven't had other MPA's (just MBA, MS, MURP, BA's). But, I do work with other MPA alumni within my institution and on various interagency committees and boards. In those encounters, the Evergreen MPA's tend to share a willingness to hear others' perspectives, are diligent about considering the impact on citizens and those being served (not just the simplest way to meet the demands of legislators or agency heads). I would say there are underlying values and considerations that help such colleagues find common ground. It can be particularly powerful when I'm working across agencies on teams with several Evergreen alumni (and sometimes MPA faculty), because there can be a critical mass of participants willing to take a little time to consider context and impact of policy as opposed to business-as-usual, get-to-the-decision, everyone nod and say "aye" and keep checking your blackberry approach that can unfortunately dominate some policy work.

I've had good experiences with students from other MPA programs. Overall, TESC MPA students have become increasingly competitive in recent years.

They are predisposed to be collaborative.

Less individualistic, better communication and problem-solving skills, more confident in tackling subject matter outside of their core area of studies.

Wish Evergreen MPA program provided but didn't? (n=21)

NA

Real world human resource management and admin experience.

Longer/stronger skill building in grants and fundraising

I have no idea - I'm not sure what the MPA program provides, which calls into question the overall usefulness of this survey.

Perhaps a little more emphasis on group dynamics-- that is, most of our offices are team-based, where employees work on one part of a project. It takes a little skill to fit into a group so that the whole project is kept in mind and progress is made towards the group goal, not just the individual's part.

I employed extraordinary graduates, but I suspect that some others might not have the same abilities. I'd be worried about writing ability, reasoning ability, and ability to communicate respectfully and diplomatically.

Below is an own example of why I believe there are negative stereotypes in the

community, and what I wish the program could have given me and the employee who needed the information to do her job: simply basic information about the program so that she could complete her fall/winter work schedule around the program's meeting times. Instead, this is what happened: It took WEEKS of time, if not months, over the course of a summer, to get not just the information, but merely a return phone call or email. This never came to me in a direct or clear form, but left merely as a confusing message from the then Program Director. This response to my call and the call of the current student who was my employee at the time were not answered until I finally contacted the college president's office to see if they might assist me in getting a response from the Program Director, because the information posted online was in conflict with other information also posted online. (i.e. one place said class nights were Tue/Thurs; another said Mon/Wed. When the response finally came from the Program director, he did not even confirm with any clarity. Instead he said "If I do not give you a call back, then the night of the class will be....." Hardly a professional response to a unit of state and local government, waiting, literally for weeks to make its own plans, based upon this extremely poor example of a good administrator. Being a TESC MPA alum myself, this was extremely discouraging. Not days, but several weeks' time. Perhaps this was due to the faculty/program director being off for the summer. Government does not cease to plan or run during summer quarter.

I have nothing to suggest.

I've interviewed people for positions in this agency. When asked about specific coursework, they have been very vague and unclear in their responses. I'd like to know the specific courses that graduates are expected to take and the content of that coursework. This is very important to me as I select the best candidates for positions. It affects how much training and orientation will be needed with new hires.

there is always so much to know. Not sure how to answer this question.

Applied skills in non-profit issues.

Analytical applications. As a hiring authority, the key weakness I see in applicants from Evergreen MPA is little to no experience using the tools of the profession (e.g. creating simple spreadsheets to display basic numeric data like budget proposals or cost/revenue estimates, using a graph to make a point, creating simple summaries of analysis appropriate for an executive audience (that won't read a narrative), understanding how to change that report if the audience was the general public without the same amount of insider knowledge. Unfortunately, the Evergreen MPA students very rarely mention any skills or experience in the technical tools or using a mix of qualitative and quantitative information in their work. So many positions in the public and non-profit sectors require bill analysis, advocacy on behalf of the public, presenting to various kinds of audiences (most of whom have limited time and are already inundated with information), justification of program effectiveness, budget analysis, impact analysis, cost estimates, grant proposals -- it would be great if more of the applications from MPA alumni showed experience in these areas.

Not relevant

Technical writing.

More budget and quantitative skills.

NA

more real world experience

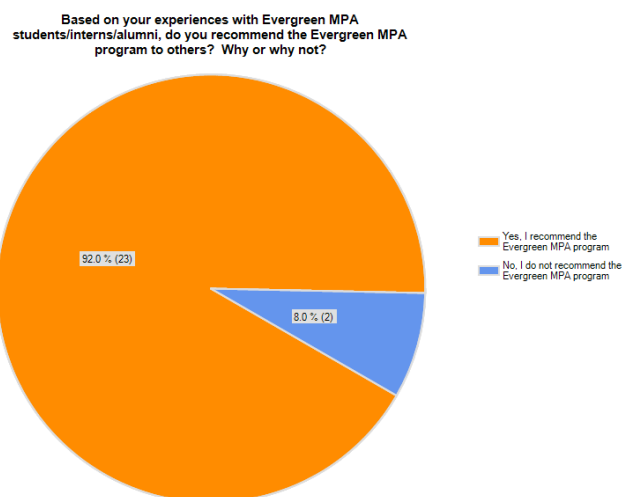
I have only supervised one MPA graduate. From that limited viewpoint I might wish for a greater appreciation of the value of data to document outcomes and performance.

Quality of writing and analytical skills can vary sharply (e.g., seen some embarrassing job applications). I appreciate the social-change coloring of the program but sometimes students don't have enough grounding in how to effectively champion change. I've been surprised at how little grads have tended to know about the workings of state and local governments; theory's great but I'd like to see a stronger grounding in our day-to-day business.

A project that made a difference for the agency. Sometimes employee/students projects were not very meaningful for us but agency staff had to provide support for the project.

nothing to add

Based on your experiences with Evergreen MPA students/interns/alumni, do you recommend the Evergreen MPA program to others? Why or why not?



Recommend program? Why or why not? (n=16)

Good information and ability to sort through problems and do research

There is such an array of different Native American Tribes in the MPA-Tribal program. It is great to be an unpaid ambassador to blow the horn and generate comments of what it was like to be at Evergreen!

seems well-rounded. provides hands-on, relevant experiences that provide real-world context to the learning.

Have recommended it to several of my staff. One took me up on it!

This is a poorly designed survey. Again, I don't know what your program offers and I have no comparison.

It seems like a practical program with excellent local ties.

Yes, but depending on the student. As a former student advisor in state colleges/university I do not always recommend TESC to students who would clearly not thrive in its unique environment.

I would recommend the Evergreen MPA program, but with the caveat that the approach to grading is not letter-based but conversation-based, and students coming from a more traditionally structured undergrad experience might need to adjust their expectations.

No opinion on this one.

Evergreen MRA program is igniting our students to fine solutions and fine ways to improve organizations.

On the E. coast

I think its a great program. I'm an MPA graduate so I have personal experience as well as experience with other, more recent graduates.

I have done so to two individuals.

It depends on a prospective student's goals.

I want my organizational leaders to have a relevant masters to get broader experience/knowledge beyond what they can get when works g the front lines.

good quality employees

Any other Comments? (n=14)

I apologize for not answering most of the questions but I am not familiar with Evergreen or what part of the student's skills are attributable to Evergreen.

We survive as Native Americans because of the strong women we grow up with. I knew after fighting to not join the Anglo's higher education, that time dictated my destiny.
(start of a poem???)

We love partnering with the Evergreen MPA program!

Thank you, great program!

My views might be skewed by the fact that I've both employed TESC MPA graduates and taught them.

good questions. I found not being able to see much of my responses to be challenging; please forgive: typos, punctuation, clarity....hope this is helpful.

As with undergrad students, Evergreen is not right for everybody. But for MPA students, just as for undergrads, if someone is looking for a different approach to higher education, it might be what they are looking for.

I wish your survey had given me multiple choice responses for all the knowledge, skills, abilities and discipline related questions.

MPA interns contribute so much to local programs and organizations!

The Evergreen alumni we hired has advanced quickly in our organization. In addition to be a hard worker he has demonstrated technical, analytical and leadership skills that our company have come to rely on.

work to increase your positive connection to the community

None. No.

Our unit has attempted to partner with MPA faculty to engage in applied research projects; we have had lukewarm reactions. The prevailing organizational culture seems rather individualistic and contingent. We've had much greater success working with WSU Extension. That's unfortunate, because we're a bunch of Greeners who would

much rather work with the MPA program. Evergreen could develop a meaningful applied research wing if it set its mind to it. Aren't you interested in diversifying your funding base?

Appendix VIII Student Data

General MPA subset graduate program admissions

Includes all MPA applicants during fall quarter 2002 and all odd-numbered subsequent fall qtrs. Tribal concentration MPA are excluded from even-numbered fall qtrs beginning Fall 2004.

| Completed Applications | Fal I 2002 | Fal I 2003 | Fal I 2004 | Fa II 2005 | Fal I 2006 | Fal I 2007 | Fa II 2008 | Fall 2009 | Fal I 2010 | Fall 2011 | Fal I 2012 | Fal I 2013 |
|---|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|------------|
| # completed applications | 68 | 64 | 56 | 63 | 62 | 71 | 93 | 107 | 93 | 129 | 97 | 108 |
| # completed applications from students of color* | 22 | 12 | 11 | 15 | 12 | 21 | 23 | 28 | 28 | 35 | 25 | 39 |
| # completed applications from WA residents | 59 | 57 | 45 | 53 | 52 | 69 | 76 | 96 | 84 | 115 | 86 | 101 |
| # completed applications from non-residents** | 4 | 4 | 7 | 3 | 4 | 2 | 8 | 5 | 5 | 8 | 6 | 4 |
| # completed applications from contested residency | 5 | 3 | 4 | 7 | 6 | 0 | 9 | 6 | 4 | 6 | 5 | 3 |

| Admission | Fal I 2002 | Fal I 2003 | Fal I 2004 | Fa II 2005 | Fal I 2006 | Fal I 2007 | Fa II 2008 | Fall 2009 | Fal I 2010 | Fall 2011 | Fal I 2012 | Fal I 2013 |
|---------------------------------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|------------|
| # offered admission | 55 | 52 | 54 | 57 | 52 | 63 | 68 | 71 | 61 | 80 | 77 | 74 |
| % admitted | 80.9% | 81.3% | 96.4% | 90.5% | 83.9% | 88.7% | 73.1% | 66.4% | 65.6% | 62.0% | 79.4% | 68.5% |
| # students of color offered admission | 20 | 8 | 11 | 14 | 9 | 20 | 15 | 20 | 19 | 20 | 19 | 26 |
| % SOC admitted | 90.9% | 66.7% | 100.0% | 93.3% | 75.0% | 95.2% | 65.2% | 71.4% | 67.9% | 57.1% | 76.0% | 66.7% |
| # WA residents offered admission | 47 | 45 | 44 | 49 | 43 | 61 | 55 | 61 | 56 | 69 | 69 | 69 |
| % WA resident admitted | 79.7% | 78.9% | 97.8% | 92.5% | 82.7% | 88.4% | 72.4% | 63.5% | 66.7% | 60.0% | 80.2% | 68.3% |
| # non- | 4 | 4 | 6 | 2 | 4 | 2 | 6 | 4 | 3 | 7 | 3 | 2 |

MPA Appendix
February 2014

| | | | | | | | | | | | | |
|-----------------------------------|---------|---------|---------|--------|---------|---------|--------|---------|--------|--------|---------|---------|
| residents offered admission | | | | | | | | | | | | |
| % non-resident admitted | 100.0 % | 100.0 % | 85.7 % | 66.7 % | 100.0 % | 100.0 % | 75.0 % | 80.0 % | 60.0 % | 87.5 % | 50.0 % | 50.0 % |
| # contested res offered admission | 4 | 3 | 4 | 6 | 5 | 0 | 7 | 6 | 2 | 4 | 5 | 3 |
| % contested residents admitted | 80.0 % | 100.0 % | 100.0 % | 85.7 % | 83.3 % | N/A | 77.8 % | 100.0 % | 50.0 % | 66.7 % | 100.0 % | 100.0 % |

| | Fal I 2002 | Fal I 2003 | Fal I 2004 | Fa II 2005 | Fal I 2006 | Fal I 2007 | Fa II 2008 | Fall 2009 | Fal I 2010 | Fall 2011 | Fal I 2012 | Fal I 2013 |
|---|------------|------------|------------|------------|------------|------------|------------|-----------|------------|-----------|------------|------------|
| Enrolled | 49 | 42 | 39 | 44 | 37 | 50 | 55 | 56 | 46 | 60 | 59 | 63 |
| # enrolled | 49 | 42 | 39 | 44 | 37 | 50 | 55 | 56 | 46 | 60 | 59 | 63 |
| yield from admission | 89.1 % | 80.8 % | 72.2 % | 77.2 % | 71.2 % | 79.4 % | 80.9 % | 78.9 % | 75.4 % | 75.0 % | 76.6 % | 85.1 % |
| # students of color enrolled | 21 | 6 | 6 | 10 | 7 | 17 | 11 | 15 | 16 | 17 | 16 | 23 |
| SOC yield from admission | 105.0 % | 75.0 % | 54.5 % | 71.4 % | 77.8 % | 85.0 % | 73.3 % | 75.0 % | 84.2 % | 85.0 % | 84.2 % | 88.5 % |
| # WA residents enrolled | 43 | 37 | 36 | 39 | 32 | 49 | 47 | 49 | 42 | 55 | 54 | 60 |
| WA resident yield from admission | 91.5 % | 82.2 % | 81.8 % | 79.6 % | 74.4 % | 80.3 % | 85.5 % | 80.3 % | 75.0 % | 79.7 % | 78.3 % | 87.0 % |
| # non-residents enrolled | 4 | 3 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 5 | 1 | 0 |
| non-resident yield from admission | 100.0 % | 75.0 % | 16.7 % | 50.0 % | 50.0 % | 50.0 % | 50.0 % | 50.0 % | 66.7 % | 71.4 % | 33.3 % | 0.0 % |
| # contested res enrolled | 2 | 2 | 2 | 4 | 3 | 0 | 5 | 5 | 2 | 0 | 4 | 3 |
| contested res yield from admission | 50.0 % | 66.7 % | 50.0 % | 66.7 % | 60.0 % | #DIV/0! | 71.4 % | 83.3 % | 100.0 % | 0.0 % | 80.0 % | 100.0 % |
| # regular admission | 23 | 15 | 5 | 14 | 13 | 9 | 43 | 19 | 14 | 11 | 6 | 26 |
| # provisional admission | 0 | 2 | 1 | 2 | 1 | 0 | 1 | 10 | 11 | 14 | 8 | 1 |
| # conditional admission | 26 | 25 | 33 | 28 | 23 | 41 | 11 | 27 | 21 | 35 | 45 | 36 |
| % conditional/provisional | 53.1 % | 64.3 % | 87.2 % | 68.2 % | 64.9 % | 82.0 % | 21.8 % | 66.1 % | 69.6 % | 81.7 % | 89.8 % | 58.7 % |
| # Evergreen graduates | 27 | 23 | 11 | 22 | 16 | 30 | 25 | 23 | 22 | 22 | 27 | 35 |
| % Evergreen graduates | 55.1 % | 54.8 % | 28.2 % | 50.0 % | 43.2 % | 60.0 % | 45.5 % | 41.1 % | 47.8 % | 36.7 % | 45.8 % | 55.6 % |

*Students of Color in this presentation include

*African-American, Asian, Pacific Islander,
Native American/Alaskan Native,
and Hispanic/Latino students.*

**** in fall 2013, began using conditional ind from PCHEES which captures substantially fewer
who are ultimately conditional by 10th day than admission file did.
are ultimately conditional
by 10th day than
admission file did.*

*Note: the Fall 2002 SOC yield is not an error in this table; 19 of
the original 20 SOC who were offered admission
did enroll, plus two additional new matriculated students of color
who were not admitted per Banner as of 10th day.*

*In other words, enrollment run from 10th day tables captured
extra newly admitted students that were not coded as
such in the Banner
applications data
tables.*

Masters of Public Administration

Demographics of Enrolled MPA Students Fall Quarters 2010 to 2012

| Fall Quarter* | 2010 | 2011 | 2012 |
|--|--|--|--|
| TOTAL STUDENT HEADCOUNT | 152 | 137 | 156 |
| *Source: updated per PCHEES 10th day snapshots | 30 TRIB AL 122 GEN ERA L | 31 TRIB AL 106 GEN ERA L | 29 TRIB AL 127 GEN ERA L |
| Male | 51 | 50 | 56 |
| Female | 101 | 87 | 100 |
| % Female | 66. 4% | 63. 5% | 64. 1% |
| Race Summary | | | |
| White, Non-Hispanic, Not Multi-racial | 87 | 79 | 98 |
| Students of Color | 60 | 55 | 55 |
| Not Indicated | 5 | 3 | 3 |
| % Students of Color | 39. 5% | 40. 1% | 35. 3% |
| v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category. | | | |
| Hispanic/Latino, of any race | 13 | 9 | 11 |
| Black, Non-hispanic | 13 | 8 | 7 |
| American Indian/Alaskan Native, Non-hispanic | 23 | 23 | 24 |
| Asian, Non-hispanic | 6 | 5 | 5 |
| Pacific Islander/Native Hawaiian, Non-hispanic | 4 | 5 | 4 |
| Multiracial, Non-hispanic | 1 | 5 | 4 |
| White/Caucasian, Non-hispanic | 87 | 79 | 98 |
| Unknown | 5 | 3 | 3 |

| v3. Racial Ethnic Subcategories presented below are <u>NOT</u> mutually exclusive. Students can identify in more than one category. | | | |
|---|-----------------|-----------------|-----------------|
| Hispanic/Latino | 13 | 9 | 11 |
| Black/African-American | 13 | 8 | 7 |
| American Indian/Alaskan Native | 25 | 25 | 27 |
| Asian | 7 | 8 | 7 |
| Pacific Islander/Native Hawaiian | 5 | 6 | 4 |
| White/Caucasian | 91 | 86 | 104 |
| | | | |
| Average Age | 36 | 37 | 37 |
| Median Age | 33 | 34 | 34 |
| | | | |
| Washington Resident | 146 | 129 | 147 |
| Non-resident | 6 | 8 | 9 |
| % Washington Resident | 96.1% | 94.2% | 94.2% |
| | | | |
| Regular (degree-seeking) | 140 | 135 | 145 |
| Special (non-matriculated) | 12 | 2 | 11 |
| | | | |
| Below Federal Poverty Level | 36 23. 7% | 36 26. 3% | 57 36. 5% |
| Low Income (≤ 150% of federal poverty level) | 48 31. 6% | 54 39. 4% | 72 46. 2% |
| First Generation baccalureate (per FAFSA or application) | 37 24. 3% | 43 31. 4% | 42 26. 9% |
| Disability (reported) | 2 1.3 % | 3 2.2 % | 4 2.6 % |
| Veterans | 10 6.6 % | 12 8.8 % | 11 7.1 % |

MPA - Admission, Retention, and Graduation*

| Fall Quarter | 2010 | 2011 | 2012 |
|---------------------------------------|------------------------|------------|------------------------|
| # of New Degree-seeking MPA Students | 65 | 60 | 76 |
| | 19 TMP 46 OLY | | 17 TMP 59 OLY |
| Fall-to-Fall Retention | F10 -11 | F11 -12 | 12- 13 |
| # of New MPA retained to 2nd fall qtr | 55 | 55 | |
| Retention rate to 2nd fall quarter | 84.6% | 91.7% | |

| | | | |
|--|--|--|--|
| | 84.2 % TRI 84.8 % GEN | | |
| Graduation Rate for New MPA Admits | Deg ree by sum mer 12 | Deg ree by sum mer 13 | Deg ree by sum mer 14 |
| # of New MPA who earned degree within 2 years | 35 | | |
| <i>Graduation rate within 2 years</i> | 53. 8% | 0.0 % | 0.0 % |
| | Deg ree by sum mer 13 | Deg ree by sum mer 14 | Deg ree by sum mer 15 |
| # of New MPA who earned degree within 3 years | 38 | | |
| <i>Graduation rate within 3 years (cumulative)</i> | 58. 5% | | |
| | Deg ree by sum mer 14 | Deg ree by sum mer 15 | Deg ree by sum mer 16 |
| # of New MPA who earned degree within 4 years | | | |
| <i>Graduation rate within 4 years (cumulative)</i> | | | |
| # of New MPA who earned degrees to date* | | | |
| <i>Total Graduation rate (cumulative)</i> | | | |

*Retention and Graduation data (AW only) updated as of 05/10/13.

| | | | |
|--|-------------------|-------------------|-------------------|
| Academic Year | 10- 11 | 11- 12 | 12- 13 |
| Total # of MPA Degrees Awarded* | 50 | 56 | 3 |
| subset of above degrees awarded to Tribal concentration | 2 | 19 | 0 |

*Number of MPA degrees awarded fall through summer of each academic year, updated as of 05/10/13.

| | | | |
|--|-------------------|-------------------|-------------------|
| MPA-TOTAL Annual Average FTE* History | 10- 11 | 11- 12 | 12- 13 |
| Actual Annual Average FTE | 114. 8 | 109 .1 | 120 .1 |
| Target Annual Average FTE | 105 .0 | 105 .0 | 105 .0 |
| difference: actual FTE - target FTE | 9.8 | 4.1 | 15.1 |

| | | | |
|--|--------------|--------------|--------------|
| | | | |
| MPA-General Annual Average FTE* History | 10-11 | 11-12 | 12-13 |
| Actual Annual Average FTE | 89.8 | 84.1 | 95.1 |
| Target Annual Average FTE | 85.0 | 85.0 | 85.0 |
| <i>difference: actual FTE - target FTE</i> | 4.8 | -0.9 | 10.1 |
| | | | |
| MPA-Tribal Cohort** Annual Average FTE* History | 10-11 | 11-12 | 12-13 |
| Actual Annual Average FTE | 25.0 | 25.0 | 25.0 |
| Target Annual Average FTE | 20.0 | 20.0 | 20.0 |
| <i>difference: actual FTE - target FTE</i> | 5.0 | 5.0 | 5.0 |

**Annual Average FTE includes only state-support FTE (state employee waivers excluded)*

***MPA-Tribal cohort includes all credits taken by matriculated MPA-Tribal cohort students (regardless of whether the credits were earned exclusively in Tribal coursework.)*

MPA TOTAL graduate program admissions

| Completed Applications | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # completed applications | 68 | 64 | 78 | 63 | 91 | 71 | 121 |
| # completed applications from students of color* | 22 | 12 | 30 | 15 | 31 | 21 | 44 |
| # completed applications from WA residents | 59 | 57 | 66 | 53 | 75 | 69 | 98 |
| # completed applications from non-residents** | 4 | 4 | 8 | 3 | 8 | 2 | 10 |
| # completed applications from contested residency | 5 | 3 | 4 | 7 | 8 | 0 | 13 |

| Admission | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total # offered admission | 55 | 52 | 76 | 57 | 80 | 63 | 94 |
| % admitted | 80.9% | 81.3% | 97.4% | 90.5% | 87.9% | 88.7% | 77.7% |
| # students of color offered admission | 20 | 8 | 30 | 14 | 28 | 20 | 35 |
| % SOC admitted | 90.9% | 66.7% | 100.0% | 93.3% | 90.3% | 95.2% | 79.5% |
| # WA residents offered admission | 47 | 45 | 65 | 49 | 65 | 61 | 75 |
| % WA resident admitted | 79.7% | 78.9% | 98.5% | 92.5% | 86.7% | 88.4% | 76.5% |
| # non-residents offered admission | 4 | 4 | 7 | 2 | 8 | 2 | 8 |
| % non-resident admitted | 100.0% | 100.0% | 87.5% | 66.7% | 100.0% | 100.0% | 80.0% |
| # contested res offered admission | 4 | 3 | 4 | 6 | 7 | 0 | 11 |
| % contested residents admitted | 80.0% | 100.0% | 100.0% | 85.7% | 87.5% | N/A | 84.6% |

| Enrolled | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total New MPA # enrolled | 49 | 42 | 59 | 44 | 56 | 50 | 73 |
| yield from admission | 89.1% | 80.8% | 77.6% | 77.2% | 70.0% | 79.4% | 77.7% |
| # students of color enrolled | 21 | 6 | 23 | 10 | 21 | 17 | 26 |
| SOC yield from admission | 105.0% | 75.0% | 76.7% | 71.4% | 75.0% | 85.0% | 74.3% |
| # WA residents enrolled | 43 | 37 | 55 | 39 | 49 | 49 | 63 |
| WA resident yield from admission | 91.5% | 82.2% | 84.6% | 79.6% | 75.4% | 80.3% | 84.0% |
| # non-residents enrolled | 4 | 3 | 2 | 1 | 3 | 1 | 3 |
| non-resident yield from admission | 100.0% | 75.0% | 28.6% | 50.0% | 37.5% | 50.0% | 37.5% |
| # contested res enrolled | 2 | 2 | 2 | 4 | 4 | 0 | 7 |
| contested res yield from admission | 50.0% | 66.7% | 50.0% | 66.7% | 57.1% | NA | 63.6% |
| # regular admission | 23 | 15 | 10 | 14 | 16 | 9 | 46 |

| | | | | | | | |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|
| # provisional admission | 0 | 2 | 1 | 2 | 1 | 0 | 3 |
| # conditional admission | 26 | 25 | 48 | 28 | 39 | 41 | 24 |
| % conditional/provisional | 53.1% | 64.3% | 83.1% | 68.2% | 71.4% | 82.0% | 37.0% |
| # Evergreen graduates | 27 | 23 | 20 | 22 | 22 | 30 | 32 |
| % Evergreen graduates | 55.1% | 54.8% | 33.9% | 50.0% | 39.3% | 60.0% | 43.8% |

| | | | | | | | |
|-----------------------|---|--|----|--|----|--|----|
| | no cohort identified until winter 03 Core | | | | | | |
| TMP New Cohort | | | 20 | | 19 | | 18 |

*Students of Color in this presentation include African-American, Asian, Pacific Islander, Native American/Alaskan Native, and Hispanic/Latino students.

**Non-residents include non-residents and international applicants.

Note: the Fall 2002 SOC yield is not an error in this table; 19 of the original 20 SOC who were offered admission did enroll, plus two additional new matriculated students of color who were not **admitted** per Banner as of 10th day. In other words, enrollment run from 10th day tables captured extra newly admitted students that were not coded as such in the Banner applications data tables. **THUS, 2002 DATA ARE EXCLUDED FROM AVERAGE YIELD RATES.**

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|
| 107 | 122 | 129 | 119 |
| 28 | 50 | 35 | 43 |
| 96 | 110 | 115 | 106 |
| 5 | 7 | 8 | 7 |
| 6 | 5 | 6 | 6 |

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|
| 71 | 87 | 80 | 97 |
| 66.4% | 71.3% | 62.0% | 81.5% |
| 20 | 40 | 20 | 35 |
| 71.4% | 80.0% | 57.1% | 81.4% |
| 61 | 79 | 69 | 87 |
| 63.5% | 71.8% | 60.0% | 82.1% |
| 4 | 5 | 7 | 4 |
| 80.0% | 71.4% | 87.5% | 57.1% |
| 6 | 3 | 4 | 6 |
| 100.0% | 60.0% | 66.7% | 100.0% |

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | 5-year weighted average yield (% enrolled of those offered admission) |
|-----------|-----------|-----------|-----------|--|
| 56 | 65 | 60 | 76 | Average yield rate |
| 78.9% | 74.7% | 75.0% | 78.4% | 76.9% |
| 15 | 34 | 17 | 29 | SOC average yield |
| 75.0% | 85.0% | 85.0% | 82.9% | 80.7% |
| 49 | 60 | 55 | 69 | WA-Res average yield |
| 80.3% | 75.9% | 79.7% | 79.3% | 79.8% |
| 2 | 3 | 5 | 2 | Non-Res average yield |
| 50.0% | 60.0% | 71.4% | 50.0% | 53.6% |
| 5 | 2 | 0 | 5 | Contested-res ave. yield |
| 83.3% | 66.7% | 0.0% | 83.3% | 63.3% |
| 19 | 18 | 28 | 8 | |
| 10 | 18 | 0 | 11 | |
| 27 | 29 | 32 | 57 | |
| 66.1% | 72.3% | 53.3% | 89.5% | |
| 23 | 33 | 22 | 40 | |
| 41.1% | 50.8% | 36.7% | 52.6% | |
| | | | | |
| | 19 | | 17 | |

TRIBAL SUBSET OF MPA graduate program admissions

| Completed Applications | Fall 2004 | Fall 2006 | Fall 2008 | Fall 2010 | Fall 2012 |
|--|-----------|-----------|-----------|-----------|-----------|
| # completed applications | 22 | 29 | 28 | 29 | 22 |
| # completed applications from students of color* | 19 | 19 | 21 | 22 | 18 |
| # completed applications from WA residents | 21 | 23 | 22 | 26 | 20 |
| # completed applications from non-residents** | 1 | 4 | 2 | 2 | 1 |
| # completed applications from contested residency | 0 | 2 | 4 | 1 | 1 |

| Admission | Fall 2004 | Fall 2006 | Fall 2008 | Fall 2010 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|-----------|
|-----------|-----------|-----------|-----------|-----------|-----------|

| | | | | | |
|---------------------------------------|---------------|--------------|--------------|--------------|--------------|
| # offered admission | 22 | 28 | 26 | 26 | 20 |
| % admitted | 100.0% | 96.6% | 92.9% | 89.7% | 90.9% |
| # students of color offered admission | 19 | 19 | 20 | 21 | 16 |
| % SOC admitted | 100.0% | 100.0% | 95.2% | 95.5% | 88.9% |
| # WA residents offered admission | 21 | 22 | 20 | 23 | 18 |
| % WA resident admitted | 100.0% | 95.7% | 90.9% | 88.5% | 90.0% |
| # non-residents offered admission | 1 | 4 | 2 | 2 | 1 |
| % non-resident admitted | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| # contested res offered admission | 0 | 2 | 4 | 1 | 1 |
| % contested residents admitted | #DIV/0! | 100.0% | 100.0% | 100.0% | 100.0% |

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Enrolled | Fall 2004 | Fall 2006 | Fall 2008 | Fall 2010 | Fall 2012 |
| # enrolled | 20 | 19 | 18 | 19 | 17 |
| yield from admission | 90.9% | 67.9% | 69.2% | 73.1% | 85.0% |
| # students of color enrolled | 17 | 14 | 15 | 18 | 13 |
| SOC yield from admission | 89.5% | 73.7% | 75.0% | 85.7% | 81.3% |
| # WA residents enrolled | 19 | 17 | 16 | 18 | 15 |
| WA resident yield from admission | 90.5% | 77.3% | 80.0% | 78.3% | 83.3% |
| # non-residents enrolled | 1 | 1 | 0 | 1 | 1 |
| non-resident yield from admission | 100.0% | 25.0% | 0.0% | 50.0% | 100.0% |
| # contested res enrolled | 0 | 1 | 2 | 0 | 1 |
| contested res yield from admission | #DIV/0! | 50.0% | 50.0% | 0.0% | 100.0% |
| # regular admission | 5 | 3 | 3 | 4 | 2 |
| # provisional admission | 0 | 0 | 2 | 7 | 3 |
| # conditional admission | 15 | 16 | 13 | 8 | 12 |
| % conditional/provisional | 75.0% | 84.2% | 83.3% | 78.9% | 88.2% |
| # Evergreen graduates | 9 | 6 | 7 | 11 | 13 |
| % Evergreen graduates | 45.0% | 31.6% | 38.9% | 57.9% | 76.5% |

**Students of Color in this presentation include African-American, Asian, Pacific Islander, Native American/Alaskan Native, and Hispanic/Latino students.*

***Non-residents include non-residents and international applicants.*

The first Tribal track MPA cohort was identified in Winter 2003, thus, there is no fall quarter admissions history available for Fall 2002.

General MPA subset graduate program admissions

Includes all MPA applicants during fall quarter 2002 and all odd-numbered subsequent fall qtrs. Tribal concentration MPA are excluded from even-numbered fall qtrs beginning Fall 2004.

| | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| Completed Applications | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
| # completed applications | 68 | 64 | 56 | 63 | 62 | 71 |
| # completed applications from students of color* | 22 | 12 | 11 | 15 | 12 | 21 |

| | | | | | | |
|--|----|----|----|----|----|----|
| # completed applications from WA residents | 59 | 57 | 45 | 53 | 52 | 69 |
| # completed applications from non-residents** | 4 | 4 | 7 | 3 | 4 | 2 |
| # completed applications from contested residency | 5 | 3 | 4 | 7 | 6 | 0 |

| Admission | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| # offered admission | 55 | 52 | 54 | 57 | 52 | 63 |
| % admitted | 80.9% | 81.3% | 96.4% | 90.5% | 83.9% | 88.7% |
| # students of color offered admission | 20 | 8 | 11 | 14 | 9 | 20 |
| % SOC admitted | 90.9% | 66.7% | 100.0% | 93.3% | 75.0% | 95.2% |
| # WA residents offered admission | 47 | 45 | 44 | 49 | 43 | 61 |
| % WA resident admitted | 79.7% | 78.9% | 97.8% | 92.5% | 82.7% | 88.4% |
| # non-residents offered admission | 4 | 4 | 6 | 2 | 4 | 2 |
| % non-resident admitted | 100.0% | 100.0% | 85.7% | 66.7% | 100.0% | 100.0% |
| # contested res offered admission | 4 | 3 | 4 | 6 | 5 | 0 |
| % contested residents admitted | 80.0% | 100.0% | 100.0% | 85.7% | 83.3% | N/A |

| Enrolled | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| # enrolled | 49 | 42 | 39 | 44 | 37 | 50 |
| yield from admission | 89.1% | 80.8% | 72.2% | 77.2% | 71.2% | 79.4% |
| # students of color enrolled | 21 | 6 | 6 | 10 | 7 | 17 |
| SOC yield from admission | 105.0% | 75.0% | 54.5% | 71.4% | 77.8% | 85.0% |
| # WA residents enrolled | 43 | 37 | 36 | 39 | 32 | 49 |
| WA resident yield from admission | 91.5% | 82.2% | 81.8% | 79.6% | 74.4% | 80.3% |
| # non-residents enrolled | 4 | 3 | 1 | 1 | 2 | 1 |
| non-resident yield from admission | 100.0% | 75.0% | 16.7% | 50.0% | 50.0% | 50.0% |
| # contested res enrolled | 2 | 2 | 2 | 4 | 3 | 0 |
| contested res yield from admission | 50.0% | 66.7% | 50.0% | 66.7% | 60.0% | #DIV/0! |
| # regular admission | 23 | 15 | 5 | 14 | 13 | 9 |
| # provisional admission | 0 | 2 | 1 | 2 | 1 | 0 |
| # conditional admission | 26 | 25 | 33 | 28 | 23 | 41 |
| % conditional/provisional | 53.1% | 64.3% | 87.2% | 68.2% | 64.9% | 82.0% |
| # Evergreen graduates | 27 | 23 | 11 | 22 | 16 | 30 |
| % Evergreen graduates | 55.1% | 54.8% | 28.2% | 50.0% | 43.2% | 60.0% |

**Students of Color in this presentation include African-American, Asian, Pacific Islander, Native American/Alaskan Native, and Hispanic/Latino students.*

Note: the Fall 2002 SOC yield is not an error in this table; 19 of the original 20 SOC who were offered admission did enroll, plus two additional new matriculated students of color who were not admitted per Banner as of 10th day. In other words, enrollment run from 10th day tables captured extra newly admitted students that were not coded as such in the Banner applications data tables.

| Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|
| 93 | 107 | 93 | 129 | 97 |
| 23 | 28 | 28 | 35 | 25 |
| 76 | 96 | 84 | 115 | 86 |
| 8 | 5 | 5 | 8 | 6 |
| 9 | 6 | 4 | 6 | 5 |

| Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|
| 68 | 71 | 61 | 80 | 77 |
| 73.1% | 66.4% | 65.6% | 62.0% | 79.4% |
| 15 | 20 | 19 | 20 | 19 |
| 65.2% | 71.4% | 67.9% | 57.1% | 76.0% |
| 55 | 61 | 56 | 69 | 69 |
| 72.4% | 63.5% | 66.7% | 60.0% | 80.2% |
| 6 | 4 | 3 | 7 | 3 |
| 75.0% | 80.0% | 60.0% | 87.5% | 50.0% |
| 7 | 6 | 2 | 4 | 5 |
| 77.8% | 100.0% | 50.0% | 66.7% | 100.0% |

| Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-----------|-----------|-----------|-----------|-----------|
| 55 | 56 | 46 | 60 | 59 |
| 80.9% | 78.9% | 75.4% | 75.0% | 76.6% |
| 11 | 15 | 16 | 17 | 16 |
| 73.3% | 75.0% | 84.2% | 85.0% | 84.2% |
| 47 | 49 | 42 | 55 | 54 |
| 85.5% | 80.3% | 75.0% | 79.7% | 78.3% |
| 3 | 2 | 2 | 5 | 1 |
| 50.0% | 50.0% | 66.7% | 71.4% | 33.3% |
| 5 | 5 | 2 | 0 | 4 |
| 71.4% | 83.3% | 100.0% | 0.0% | 80.0% |
| 43 | 19 | 14 | 11 | 6 |
| 1 | 10 | 11 | 14 | 8 |
| 11 | 27 | 21 | 35 | 45 |
| 21.8% | 66.1% | 69.6% | 81.7% | 89.8% |
| 25 | 23 | 22 | 22 | 27 |
| 45.5% | 41.1% | 47.8% | 36.7% | 45.8% |

Appendix VII

Content sufficiency of the MPA program and comparison with others nationwide

Charts from the Holmes Report

Table A: Comparison of 16 Executive MPA Degrees Based on Program Format, Credit Hours, and Accreditation Status

| University | Degree Name | Discrete/ Track | Cohort | Accredited | Credit Hours | Number of Core Courses |
|-------------------------------------|--|--------------------|--------|---------------|-----------------|---------------------------|
| American University | Key Executive Masters of Public Administration | Discrete | Yes | Yes, Discrete | 36 | 15 |
| University of Maryland College Park | Executive Master of Public Management | Discrete | Yes | No | 36 | 10 |
| University of Colorado Denver | Executive Master of Public Administration | Track | No | Yes, Track | 36 | 7 |
| Columbia University | Executive Master of Public Policy and Administration | Track | No | No | 54 points | 5 |
| Indiana University | Master of Public Affairs | Track | No | Yes, Track | 48 | 11 |
| Ohio State University | In-Career Master of Arts in Public Policy and Management | Discrete | No | Yes, Discrete | 56 | 10 |
| Georgetown University | Master of Policy Management | Discrete | No | No | 36 | 7 |
| Brigham Young University | Executive Master of Public Administration | Discrete | Yes | No | 45 | 14 |
| University of Washington Seattle | Executive Master of Public Administration | Discrete | Yes | No | 45 | 11 |
| Rutgers University | Executive Master of Public Administration | Track | Yes | Yes, Track | 30 | 10 |
| Baruch College | Executive Masters of Public Administration | Discrete | Yes | No | 42 | 7 |
| University of Minnesota Minneapolis | Master of Public Affairs | Discrete | No | No | 30 | 3 |
| Syracuse University | Executive Master of Public Administration | Discrete | No | No | 30 | 3 |
| University of Utah | Executive Master of Public Administration | Track | Yes | Yes, Track | 42 | 8 |
| Portland State University | Executive Master of Public Administration | Track | Yes | Yes, Track | 45 | 9 |
| Carnegie Mellon University | Master of Public Management | Discrete | Yes | Yes, Discrete | 36 | 7 |

Table B: Comparison of Required Core Courses of 16 Executive MPA Degrees

| University | Policy Context | Administration | Legal Issues | Quantitative Analysis | Budgeting/Financial Management | Public Finance | Economics |
|-------------------------------------|--|-----------------------------|--|---|---|-----------------------------|---|
| American University | Politics, Policymaking & Public Administration | | Legal Issues in Public Administration | Analysis and Evaluation | Budgeting & Financial Management | | Public Managerial Economics |
| University of Maryland College Park | Political Institutions and Strategies | | | Quantitative Analysis for Leaders | Finance and Budgeting | | Managerial Economics |
| University of Colorado Denver | Policy Making in Democracy | Governance and Institutions | | Information and Analytic Methods | | | Economics and Public Finance |
| Columbia University | | | | Quantitative Techniques for Public Administration | Financial Management in Government | | Microeconomics and Policy Analysis I and II |
| Indiana University | | | Law and Public Affairs | Statistical Analysis for Public Affairs | Public Finance and Budgeting | | Public Management Economics |
| Ohio State University | Policy Formulation and Administration | | Legal Environment of Public Administration | Program Evaluation | Public Budgeting and Spending Decisions | Public Finance | Economics of Public Policy and Management |
| Georgetown University | The Public Policy Process | | | Management of Program Evaluation | | | Economic Analysis for Public Policy |
| Brigham Young University | | Administrative Environment | Legal Issues in Public Administration | Statistical Analysis | Budgeting and Finance | | Economic Decision Making for Managers |
| University of Washington Seattle | Policies and Politics | Performance Challenge | | | Strategic Financial Management | Public Private Partnerships | |
| Rutgers University | | | | Analytic Methods | Government Budgeting | | Political Economy |
| Baruch College | Introduction to Public Affairs | | | Research and Analysis I and II | Budgeting, Accounting, and Financial Analysis | | Economic Analysis and Public Policy |
| University of Minnesota | Transforming Public Policy | | | | | | |
| Syracuse University | Fundamentals of Policy Studies | | | | | | |
| University of Utah | | Administrative Theory | Constitutional Law & Administrative Law | | Public Budgeting and Finance | | |
| Portland State University | Public Policy: Origins and Process | | Administrative Law and Policy Implementation | Analytic Methods in Public Administration | Advanced Budgeting Concepts and Techniques | | Administrative Theory and Behavior |
| Carnegie Mellon University | | | | Data Analysis for Managers | Financial Analysis for Managers | | Economic Principles for Managers |

Table B: Comparison of Required Core Courses of 16 Executive MPA Degrees

| University | Leadership | Ethics | Organizational Management | Human Resource Management | Final Project |
|-------------------------------------|--|------------------------------------|---|--|-----------------------------------|
| American University | Leadership for Key Executives | Ethics for Public Managers | Organization Diagnosis and Change | Human Resource Management for Executives | Action Learning |
| University of Maryland College Park | Seminar in Leadership and Innovation | Moral Dimensions of Leadership | Management and Strategic Planning | | Project Course |
| University of Colorado Denver | Assessment Seminar | Leadership and Professional Ethics | Organization Management and Change | | |
| Columbia University | | | Public Management | | Portfolio Presentation Workshop |
| Indiana University | Executive Leadership | Professional Ethics | Strategic Management of Public and Nonprofit | Public Human Resource Management | |
| Ohio State University | Strategic Leadership Public Management and HR | | Strategic Management | | |
| Georgetown University | Experience and Innovation in Public Management | | | | Capstone Project |
| Brigham Young University | Leadership in Public Organizations | Ethics for Management | Organizational Behavior | Human Resource Management | Public Administration Capstone |
| University of Washington Seattle | Strategic Leadership | Leading with Integrity | Organizational Culture | Human Resource Management | Leadership Commitment and Legacy |
| Rutgers University | Leadership | Administrative Ethics | Strategic Planning | Human Resource Administration | Capstone |
| Baruch College | | | Managing Organizations in the Public and Not-for-Profit | | Capstone |
| University of Minnesota Minneapolis | Leadership for the Common Good | | | | Synthesis Workshop |
| Syracuse University | Mid-career Seminar | | | | Master's Project |
| University of Utah | | Public Administration Ethics | | Public Human Resource Management | Capstone in Public Administration |
| Portland State University | Leading Public Organizations | Administrative Ethics and Values | Organizational Development | Human Resource Management | |
| Carnegie Mellon University | | | Organizational Management: Theory and Practice | | |

Table B: Comparison of Required Core Courses of 16 Executive MPA Degrees

| University | Decision-Making | Communications | Executive Skills | Information Technology | Research Methods | Other Core Courses |
|-------------------------------------|-----------------------------------|---|-------------------------------------|--|---|---|
| American University | Executive Problem Solving | Marketing and Strategic Communications | Executive Skill Modules | Government and Nonprofit Informatics | | Acquisition Management |
| University of Maryland College Park | | | Managing Differences (Negotiations) | Information Policy and Technology Management | | |
| University of Colorado Denver | | | | | | |
| Columbia University | | | | | | |
| Indiana University | | | Briefings, Presentations, Teamwork | Information Systems | | Environmental Policy Analysis; Tenor in Public Affairs |
| Ohio State University | | | | Governmental Information Systems | Research Methods in Public Administration | |
| Georgetown University | Decision Making for Public Policy | | | | | Public Policy Seminar |
| Brigham Young University | Applied Decision Analysis | Communication in Public Administration | Writing Practicum | | | Public Services Management; Managerial Accounting |
| University of Washington Seattle | | Effective Communication | Negotiations and Conflict Analysis | | | |
| Rutgers University | | | | | Research Design | Public and Nonprofit Productivity |
| Baruch College | | Communication in Public Setting | | | | |
| University of Minnesota Minneapolis | | | | | | |
| Syracuse University | | | | | | |
| University of Utah | | | | | Research Design | Practice of Public Management |
| Portland State University | | | | | | |
| Carnegie Mellon University | | Professional Writing Professional Speaking | | Information Systems for Managers | | |

Response to the Provost's Question 5#: Is there enough core public administration in each concentration while ensuring that concentration-specific material doesn't overshadow general information that should be required of any student earning an MPA?

Tribal Governance Concentration Introduction and History:

Since its inception, the Evergreen State College has nurtured its commitment to serving Tribes and Tribal students. This has been accomplished through the work of academic programs focused on undergraduate Native Studies, The Reservation Based Community Determined Program, and public service centers like the Longhouse Education and Cultural Center, and the Enduring Legacies Native Cases Initiative. Over the years, Evergreen's institutional commitment is demonstrated through a large percentage of Native American students, graduates, and faculty. As a result of this commitment, our institution has graduated students who have brought the lessons they learned at Evergreen into their communities and worked to provide solutions to the myriad issues facing Tribal communities. It is within this context that the Master of Public Administration – Tribal Governance concentration was developed and implemented.

Evergreen's mission and five foci are proven effective methods for teaching Native students and serving Tribes. Achieving our goals of interdisciplinary and collaborative

learning, enhancing critical thinking skills, encouraging social justice, public involvement and environmental stewardship gives students the tools to effectively contribute to their Tribal communities, and effect positive solutions for their people. In addition, the mission and foci are aligned with the principles of successful Indian education.

When the MPA-Tribal Governance program was introduced, Tribes in Washington State were facing unprecedented governance issues as their community needs evolved, and economic and political impacts increased. Due to this climate of tremendous vitality and change, the demand for professionals with culturally appropriate skills in policy development, human resources, finance, regulation, intergovernmental relations and other areas related specifically to Tribal sovereignty has become paramount. Concurrently, the State of Washington enacted the Centennial Accord, a unique model of state-Tribe cooperation which has enhanced the ability of both Tribes and the State of Washington to meet the needs of all residents. Ongoing discussions of Tribal leaders, through such assemblies as the National Congress of American Indians (NCAI), the Affiliated Tribes of Northwest Indians and other inter-Tribal governing organizations, were centered on the increasing necessity of Tribes to effectively and appropriately manage their institutions and internal organizations.

Many of these leaders, including Ron Allen, who was Tribal chairman of the Jamestown S’Klallam Tribe and Joe Delacruz, President of the Quinault Nation, came from the Pacific Northwest – and became National leaders and past Presidents of NCAI -- and, due to Evergreen’s proven track record and positive reputation with Tribes, they approached our institution to discuss the feasibility of creating a public administration degree at the Masters level with a specific focus area on Tribal governance issues and improving the administrative capacity of Tribes. There were several meetings organized with Tribal officials and scholars to discuss the feasibility of such a program of study in the late 1990s and through the early part of the new millennia. MPA Faculty met three times to discuss the development of the program before its implementation. During this developmental time, Tribal leaders and academicians were surveyed and consulted to discuss issues around curriculum, support services, recruitment, funding and implementation.

In 2000, State Representative John McCoy provided leadership to raise \$100,000 from local Tribes, including Muckleshoot and Tulalip, as seed money for the MPA-Tribal Track for the first two years. Linda Moon Stumpff prepared a Fund for the Improvement of Postsecondary Education (FIPSE) grant for the next two years, but it was not at first funded. Linda Moon Stumpff and Alan Parker testified before the Senate Committee on Indian Affairs, and worked with Senator Patty Murray, who served on the on the U.S. Senate Committee on Appropriations, to obtain a \$250,000 FIPSE grant for Evergreen to operate the MPA Tribal Track through the Department of Education.

In 2001, the Evergreen Board of Trustees approved a Major Substantive Change in Curriculum Proposal within the MPA Program for a Tribal Track, and later that year, it was approved by the Higher Education Coordinating Board. In 2002 the restructuring of the MPA Program to include the new Tribal Track, as well as a reduction of core credit

from 8 credits to 4 credits occurred, and, at that time, MPA faculty supported a 25% curricular difference between the general and Tribal tracks.

The first cohort of 11 students graduated in spring of 2004. In 2006, the Northwest Indian Applied Research Institute, through the work of Alan Parker and students in the MPA – Tribal Governance concentration conducted a survey of Tribal leaders to order to provide guidance on the needs of Tribal government for specific curriculum. Over the past decade, the MPA-Tribal Governance program has graduated nearly 100 students, and currently has a new cohort of 25 students.

Alongside the Public Policy and Public and Non-Profit Administration concentrations, the Tribal Governance concentration is a course of study which has been developed to be responsive to student needs. The Public Policy and Public and Non-Profit Administration concentrations form one cohort, and courses are delivered in an evening and weekend format in order to accommodate the schedules of local graduate students who have full time jobs, many of whom work in state government in Olympia. The Tribal Governance concentration attracts students from throughout the region, and as such, is delivered as a low-residency program in an intensive weekend format. This allows students the opportunity to travel to campus to attend class several times per quarter. Students from Northwestern, Eastern, and Southwestern Washington, as well as the Olympic Peninsula, Montana, Oregon and elsewhere in the region are the norm. The Tribal cohort also consistently maintains a significant contingency of Evergreen graduates from the Reservation Based Community Determined Program, Evergreen Tacoma, and on-campus undergraduate curriculum. These students choose Evergreen again for their graduate studies because Evergreen's mission and foci, and well-developed Tribally-focused curriculum, provides them with the tools they need to succeed.

PART I MPA PROGRAMS: A DIVERSE ARRAY OF CHOICES

MPA programs display significant diversity across institutions in design, substantive curricular content, faculty profile and departmental placement. Higher education has responded to the study of Public Administration and the needs of governance institutions by creating an array of MPA models with many blends of the management, policy, public finance and social science research methods basic to most Master of Public Administration degrees. MPA Programs offer general course programs, general programs combined with concentrations with specialized courses and discrete cohort tracks with a special emphasis. NASPAA describes the content of core coursework as "Introduction to Public Administration, budget and finance, micro/macroeconomics, policy analysis, quantitative methods and ethics." This section identifies the approaches of different MPA program types to core, both in structural emphasis by identifying the number of credits of core, concentration, and elective credits required for graduation and through a comparison of curricular content and Public Administration paradigms.

The Current State of Basic Public Administration Courses: Substantive Core Curriculum

In a study of 48 top MPA programs the U.S. and China, Wu and He explore how current

paradigm shifts influence the selection of course content and pedagogical foci in Public Administration through a comparison of core coursework in a recent article. Their work mirrors the diversity and transitional nature of what is considered core curriculum today in the field of Public Administration. They characterize tensions between the New Public Administration (NPM) paradigm (emphasizing management and efficiency in areas like human resources, financial management, the role of government, re-inventing government) and the New Governance paradigm (reconfiguring public sector through citizen participation and network governance) and a Public Value paradigm (fairness, justice, civil society, participation), while the older traditional bureaucratic paradigm continues to provide “an indispensable foundation in the field.” (Wu and He, 2009 p. 521) In general, their findings indicate Public Administration coursework in China is well-grounded in management and the NPM paradigm. Surprisingly, although the U.S. is the major source for the Governance and Value paradigms, 46% of U.S. courses show strong paradigmatic orientation toward older traditional approaches to Public Administration, while 10% of the U.S. programs analyzed do not offer any introductory courses in Public Administration and management that cover the fundamental issues in public administration and management as part of their core offerings (Wu and He, 2009). Areas that showed high levels of agreement in core coursework across the paradigms were financial management and human resource management.

Within the diverse range of curricular emphasis within U.S. Public Administration coursework, both general and Tribal tracks at Evergreen can be described as having a strong foundation of the basic traditional core curriculum included in the first three core courses in the first year. The descriptions and topics in syllabi are drawn mainly from the traditional MPA curriculum laced with topics from the New Governance and Value paradigms as evidenced by the syllabi and core competencies document.

General/Nonprofit MPA core structure is supplemented by elective choices. Students design their choice of electives to emphasize a certain area and/or they sample various electives to discover new interests or possible career paths. The nonprofit component is fully integrated into the general program at this time without any specifically required courses on nonprofit organizations outside core. Students work with faculty to create their own individual pathway and nonprofit electives are offered. The amount of core coursework of General/Nonprofit MPA sits firmly within the range of foundational topics outlined by the National Association of Schools of Public Affairs (NASPAA). The Public Policy Concentration requires the cores plus two specialized policy concentration courses, leaving students with a significant amount of elective credit (16 units) from which to develop a pathway. The Tribal Track core coursework mirrors the general track: titles and coverage of topics are the same, with 75% uniform curriculum with the General. The unique 25% portion of the Tribal core curriculum draws a little more on the New Public Management and Public Value paradigms but remains within the bounds of MPA curriculum. The balance in emphasis is clearly demonstrated by the recently approved list of core competencies for general and Tribal core coursework. (MPA, 2012 Appendix I)

The difference between the two Evergreen Tracks and the Policy Concentration is

similar to some of the differences between U.S. and China courses, with the Tribal track more closely resembling the moderate differences in the Chinese selection of topics for core courses from NPM. Considering that China and Tribal governments in the U.S. are both in transition from bureaucratically managed economies and social systems to a social landscape with more open markets, higher citizen-participation and emphasis on public values (1), an adaptation of the traditional curriculum to NPM and public value topics in their coursework would appear to be responsive to the dynamics of their transitional needs.

Findings With a large percentage of coursework devoted to traditional core coursework General/Nonprofit and Tribal Tracks are well within the range of adhering to the norm by placing significant emphasis on traditional core MPA coursework. In the twelve programs sampled, the range of credit devoted to basic core MPA knowledge ranged from 38% to 65%. The programs have some differences in how they draw from the MPA paradigms. The Tribal Track was implemented with an agreed-on 25% difference from the General. This difference has been expressed by drawing a little more from NPM and governance and value paradigms to address the administrative challenges of Tribal governments and their partners and to use administrative problem-solving curriculum from the Tribal context.

The Current State of Public Administration Core Coursework: A structural comparison

A second type of MPA degree structure consists of a basic set of core classes attached to a specific set of more specialized required electives in a key area such as policy or finance. These are usually called concentrations, and they may be accompanied by a certificate. One variant of the concentration model, sometimes called a track or concentration, allows for a slight variance in the core courses as well, usually the replacement of one or more core classes with a specific core emphasizing the substance or an elective relevant to the target audience. The Evergreen MPA Program incorporates general/ concentration model in a General- Nonprofit MPA series and in a Policy Concentration. These two models as implemented at Evergreen are structured to deliver a uniform curriculum with normal proportion of core courses in comparison with programs at other institutions. (Chart A) The Public Policy Concentration is also connected to elective courses in the area of the concentration.

The following Chart A is derived from a convenience sample developed from data taken from NASPAA and from MPA degree websites. It reflects a range of core/concentration/ elective balances. It was not filtered for any particular type of program other than getting a broad sample of general programs and a concentration/specialty or track (with discrete cohort) opportunity at each delivery site. The column showing percentage of required core courses provides a comparison across programs as to the balance of core classes to concentration and elective opportunities. The use of percentages of total required courses in core allows us to compare across programs without adjusting

quarter/semester hours. Internship requirements are not included: many programs include that requirement for students without practical experience in the public/nonprofit sectors but it is either done for additional or no credit. Some institutions require core plus skills courses: since these are required and cover basic public administration curriculum, they are combined in the percentage of core shown for the MPA program at Evergreen.

- (1) Tribes in the U.S. received the majority of their administrative services from the Bureau of Indian Affairs until after the Self-Determination and Self-Governance legislation of the 1970's and 1980's. The removal of BIA regulations and BIA economic restrictions on almost every social and governance sector has been accomplished over the last forty years, placing Tribal governments in a long transitional stage toward the practice of self-governance that has similarities to the current trajectories and needs to build administrative capacity shared by developing nations.

Chart A: A comparison of the percentage of total credits devoted to core curriculum in MPA degrees from a convenience sample of institutions

| Program and Institution (shows total credits for graduation) | Core Capstone thesis or project credits | Concentration Credits | Elective required Credits | % of total in core courses | |
|--|---|-----------------------|---------------------------|----------------------------|-----|
| UW: Master of International MPA Track (requires 2 yrs. Peace Corps service: discrete cohort) (60 credits) | 36 | 16 | 8 | 0 | 60% |
| UW: General MPA with concentration (offers waivers of some cores) (72 credits) | 36 | 24 | 8 | 4 | 50% |
| UW Accelerated Global: requires 1 year of MPA | 20 1 | 24 | 8 | 0 | 38% |

| | | | | |
|--|--|-----------------------|---------|-----------------------------|
| study in o(other institution) 53 Q or 35 semester credit (discrete cohort) | | | | |
| USC: MPA NGO or other emphasis (60C) (some discrete cohorts) | 36 | 16 | 8 | 0 60% |
| ASU MPA General (48C) | 27 | 15 | | 6 56% |
| ASU: MPA Nonprofit Concentration (45C) | 24 | 15 | | 6 (specified) 53% |
| UNM: MPA Health Policy and Administration Concentration a. Thesis option (42C) β. Non-thesis option (46C) | 18 18 6 | 15 15 (Design3+ | 8 | 3 6 42% 39% |
| TESC General MPA and Nonprofit concentration (60C) | 36 (w/8 capstone) | | (8)* | 24 60% 50% w/o capstone |
| TESC MPA Policy concentration (60C)A | 36 (6)*capstone | 8 | | 16 60% 50% w/o capstone |
| TESC MPA Tribal Track (60C) (discrete cohort) | 36 capstone (8 capstone) | 20 | (6)* | 4 60% 50% (w/o capstone) |
| Portland State University (60C) | 30 core+ experience 9 skills reflection (39) | 15 | 6 or | 65% |

* The Evergreen State College includes 6 capstone credits as a core requirement: other institutions separate capstone, thesis or synthetic paper requirements from core in their structure. This separation is probably to keep the choice between thesis and capstone or another alternative choice more open rather than an exemption from some type of final analytical product. The Evergreen MPA Program is shown with two different numbers for % of core coursework, one with the 6 unit capstone shown as a core, and

one percentage with capstone not counted as core curriculum. This was done to allow one to see the core content rather than confuse it with capstone research.

The comparison Chart A shows Evergreen's General /Nonprofit, Policy Concentration and discrete Tribal Track in terms of percentage of core course work containing basic MPA information versus the percentage of coursework required for a concentration. In comparison with some MPA programs, Evergreen at 60% core (or 50% without capstone) falls within the higher percentage sector of a range of 39% to 65% of classes devoted to core MPA coursework in the sampled institutions. Many other MPA programs are in this position. The Tribal Track shows a closer adherence to core coursework than other global and cross cultural programs that have similar aims. In structure and objectives, the Tribal track is similar to cross-cultural international and executive MPA programs in the decrease in opportunities to pick from general electives and the heavier reliance on specialized core and track coursework drawn from NPM and Value paradigms. These paradigms respond to economic development and cross-cultural capacity. In general, most of the MPA track and concentration pathways at other institutions offer little room for electives.

In substance and structure, the Tribal Governance track at Evergreen draws from a third model of MPA programs that focus on one level of administration such as city, federal or Tribal governance, or alternately on the managerial level in Executive MPA programs. The goal of these programs is to build administrative capacity for a certain level of governance and facilitate discussions between people who are working in that administrative context. In the case of the Tribal Track, the goal was to build administrative capacity for Tribes and to create a space for the first time where Tribal officers and employees could share solutions, critique problems and build foundations for a new area in Public Administration. This type of program features a discrete cohort that takes both cores and specialty concentration courses together. Terms like track or discrete are used to describe this model. Evergreen's Tribal Track, like Executive MPA programs, uses the discrete cohort model, facilitating focused discussions of an MPA focused on a set of administrative/governance issues surrounding a specific level of governance and framing the curriculum to match. In addition, this model incorporates a substantial change in curriculum from General MPA programs. From the beginning, a discrete Tribal Track was proposed as a component of the MPA Program at The Evergreen State College, a form that benefits both cohorts and faculty. This hybrid model was the one presented to the Board of Trustees and Higher Education Commission and approved at all levels as a "Substantive Change in Curriculum." (Preparer, Stumpff, Signatory, Smith, 2012 Appendix II). This discrete Tribal Track targets the recruitment of Tribal practitioners, at state and federal Tribal liaisons, and nonprofit and other government employees with significant responsibilities to work with American Indian Tribes. It differs in both design and substance from the general MPA models in ways that resemble the Executive MPA and international programs in other institutions. (See Chart B in Appendix III for a description of Executive MPA Program content and structures)

Executive MPAs and MPAs for specific levels of governance like city governments are usually designed around intensive weekend classes, taken in a certain sequence by a

cohort of students who move through the program and who are already at the managerial level or in a position to aspire to that level. Of 16 models surveyed in a study of Executive MPA programs, all 16 were of the discrete cohort type. (Holmes, NASPAA Appendix IV). Successful delivery of this model requires an array of pedagogical skills that leans heavily to conceptual presentations that create frameworks for students to be deeply involved in the design of their work, practicing “flexibility on your feet” in full-day classes where changes can occur, and the ability to integrate presentations and curriculum around themes. The fact that the MPA Program employed three faculty members---Don Bantz, Larry Geri and Linda Moon Stumpff who completed advanced degrees in similar discrete and Intensive Format Public Administration programs contributed to Evergreen’s institutional capacity and success in delivering the curriculum during the initial implementation of the MPA Tribal Track. The initial implementation of the MPA Tribal Track concept was delivered in the classroom by Linda Moon Stumpff, Alan Parker and Sam Deloria.

Summary of Findings

“No right is more sacred to a nation, to a people, than the right to freely determine its social, economic, political and cultural future without external interference. The fullest expression of this right occurs when a nation freely governs itself. We call the exercise of this right Self-determination. The practice of this right is self-governance”

Joseph Burton DeLaCruz

(1937-2000)

With a large percentage of coursework devoted to traditional core course work (60% or 50% if the capstone is removed), the General/Nonprofit and Tribal Tracks are well within the range of adhering to the general practice of placing significant emphasis on traditional core MPA coursework. In the twelve programs sampled, the range of credit devoted to basic core knowledge of the field ranged from 38% to 65%. Wu and He suggest even a wider range of models in their review of 46 top Public Administration programs in the U.S. and China. The two Evergreen Tracks have some differences in how they draw from the MPA paradigms. The Tribal Track was implemented with an agreed-on 25% difference from the General. This difference has been expressed by drawing a little more from NPM, governance and value paradigms to address the administrative challenges of Tribal governments and their partners and to bring in examples from the Tribal context. It is not unusual for MPA programs in other universities to have several types of MPA programs with differences in their structure, organization and paradigmatic affiliation. The range of elective credit choices varies greatly in the sample of 12 MPA programs shown in Chart A. Evergreen’s General/Nonprofit is at the end with the highest number of elective credits outside the concentration (16 for the Policy Concentration and 24 for General/Nonprofit), while most other concentration programs allow for only one or two electives outside the concentration areas.

After the 2008 increase of core units from 4 to 6, Tribal Track students need to choose only one elective outside of cores and concentrations: they previously needed to choose 12 units of external electives. However, most other MPA concentration programs in the sample only allow for one or two external electives, so the Tribal Track is within the range. Some Tribal track students have shown an interest in more external electives, and other students would prefer to have even more Tribally-focused electives and take them when they are available. A number of students have scholarships that allow for additional units and some students delay graduation for a quarter or two in order to take more elective courses than required for graduation.

The cores carry the foundational MPA material. The Tribal Track shares the same percentage of foundational core topics with the General, but varies in its selections from the three newer paradigms of Public Administration. However the proportions and the topics themselves strongly suggest that “Tribal influence” of some type does not overshadow the basics. Both structural and topical analysis suggest that the Tribal Track are evidence of this. All of the Tribal Track curriculum, both in cores and concentrations, falls within the variety of MPA paradigms that are current today in various combinations with the older paradigm. The Tribal program covers some of these areas with examples drawn from the Tribal context, which is appropriate. With the discrete cohort structure, it shares some aspects that are similar to Executive and International MPA programs, although it retains a relatively high content in traditional core areas. In comparison with some new challenges discussed below and ideas provided through student input, further flexibility in curriculum is likely to be needed in the future to meet Tribally-specific needs for administrative knowledge in both global and local contexts. This does not indicate a departure from Public Administration, but rather an updated and responsive curriculum that continues to have high relevance to Tribal needs.

An initiative that is similar to the Tribal initiative in Public Administration has been the continuing effort to build MPA Programs for city and urban applications. A major task force notes that, “local government agencies are a component of professional public administration that shares the values of general public administration, yet encompasses some aspects that are separate and unique to local government.” (ICMA/NASPAA Task Force 1992 p.1). They further note specialized curricular needs and the use of examples that are not drawn from federal and state government. They recommend a model that differs from “the standard model of a generic core coupled with advanced components leading to a specialty.....it suggests tailoring the core curriculum to meet the needs of professional local government administrators.” (ICMA/NASPAA Task Force, 1992 p. 3)

The Way Forward: The Tribal Track and The Potential to Respond to the Global and Comparative Administrative Challenges in Public Administration

The governance arena is rapidly changing, and it that reverberates to the closely connected field of Public Administration as it is challenged to respond to the call to “go global.” The MPA Tribal Track bears similarities to several International MPA Tracks in

terms of substantive curriculum needs. It has been generally said that twenty years ago, the field was mainly concerned with the national-public sector, followed by a period of proliferating conceptual development ranging upward to global governance, downward to decentralization and across to public-private partnerships. (Freitzen, 2009) In recent years, Public Administration programs appeared all over the globe in numerous sovereign states, leading to a change in textbooks “moving away from a primarily American set of default institutional examples...toward those that are more comparative and global in their approach.” (Fritzen, 2009 p. 5301) The work of governance has become the facilitation of the disaggregated components of the public arena to include public agencies, nonprofits, private and private/public organizations and networking organizations. (Newland, 2010) Similarly, Evergreen’s MPA Tribal Track draws examples from the many Tribal governments and multiple governance institutions and experiences and policy challenges emanating from global influences. In this respect, it finds a place on the cutting edge of the current transition in Public Administration research and curriculum. Fritzen argues that this is not another new paradigm, but a focus on changing environments and the emergence of new and diverse sites for research and curriculum development.

Ku and He present the idea that innovative programs in China can take advantage of new academic expansions in their universities by shaping emerging programs in ways that “not only adapt “Western” theory to Chinese contexts, but also make valuable original contributions to theory-building with global relevance”(Ku and He 2008, p. 527). The Tribal Governance Track holds similar potential in its ability to open doors that cross cultural boundaries by integrating cultural value systems that lay at the very heart of unique global governance challenges. Taking a new look at Public Administration curriculum through the lens of “culture as a key concept, and integration of a broad range of social sciences to encourage more students practitioners and scholars to think and work comparatively provides a fresh look at Public Administration.” (Fitzpatrick, Goggin, Heikkila, Klingner, Machado, Martell, 2009 p.821) This suggests Tribal governance studies, like global and comparative studies that incorporate context and culture, contribute to the analysis of outcomes and provide new approaches to problems outside the ethnocentric and sometimes parochial view of Public Administration in the U.S. In this light, we are advancing no less than “a vision of public administration as a global social science.” (Gulrajani and Maloney 2012, p. 78) Like developing nations, American Indian Tribes face an increasingly chaotic world and constantly changing policies fueled by powerful sources. This presages a need to develop a new vision of administrative capacity in public governance and administration for this age of rapid change, hyper-complexity and globalization. Tribal governments, as relatively small governments, must face the same complexities emerging from the age of globalization as larger nations. It has been argued that Public Administration must be elevated to encompass a broader scope of “administration as power and core or instrument of government, an essence of governance that must lead and empower a multitude of organizational and institutional forms and networks...: (Farazmand, 2009, p. 1017) This focus on global context , the recognition of administration as power through self-determination, and the facilitation of multiple institutional forms emerged in the Tribal governance curriculum as a significant component four years ago. Some of these

topics are incorporated into the competencies (Appendix I a and b).

PART II MEETING STUDENT AND EMPLOYER NEEDS

Employers:. The information that we currently have indicates that major employers of Tribal MPA Track graduates--Tribal leaders, both political and administrative, and the leadership of nonprofit organizations with Tribal partnerships-- continue to provide input about how the Tribal Track can meet their needs. They send employees to us as students. State and federal agencies also employ graduates, mainly in liaison positions. Currently, Tribal Track graduates are employed as department heads for Tribes, Tribal council members, liaisons for state and federal government, Bureau of Indian Affairs positions, and leaders in Tribally-centered nonprofits. At the same time, besides going to them at their major meetings, it would behoove the MPA Program to devote resources to bring the employers for General, Policy and Tribal options to campus on a regular basis. Building these ties strengthens programs and bonds while providing input to the curriculum.

Students Needs. Building Curriculum: Here, Now and Forever: Building curriculum for such a new area of Public Administration studies is a work in progress. The 1999-2002 meetings with Tribal leaders provided the basis for adapting the curriculum for the cores and creating a series of concentrations for the Tribal Cohort. Three previous pilot programs in Tribal Public Administration (UW, ASU and PSU) were studied. The PSU program was still in existence at the time and several meetings were held with Teresa Rapida PhD, then Director of the MPA Program at PSU. Tribal Track faculty have continued to play active roles with government agencies and organizations representing Tribes like the National Congress of American Indians to assure that current issues are addressed in the curriculum.

Students conducted a survey of Tribal leaders and government officials in 2006. Their findings suggested a continuing evolution of Tribal needs, including a strong need for curriculum in intergovernmental relations (98%), education (91%), ethics (81%), Tribal law and regulatory administration (80%), and economic and fiscal policy (77%). (Parker and MPA students, 2006) These areas are reflected in the major topics of three out of five of the Tribal concentrations, with the exception of fiscal policy. Education, as a major topic, is generally the province of degrees in Educational Administration rather than Public Administration, but more could be incorporated especially through an adjunct who had that expertise. Social service delivery (63%) and cultural resources (42%) and environmental policy (11%) were also mentioned. These are not specifically covered in the Tribal Track, but cultural resource management and environmental policy show up as rotating general electives and issues emerging from service provision are integrated into core classes. Notably, Tribal sovereignty and federal Indian law did not come up in the list of the top eight topics meeting the needs of Tribal governments, although they remain a major topic of the first concentration "The Path to Sovereignty."

The discrete cohort model was identified as an important source of student support along with Intensive Format as students pass through a set of specific core and elective

course work that all students in the cohort take together. The close relationships in the cohort, accompanied by strong native faculty role models are considered factors in the success of native students. These factors were confirmed by a recent student capstone survey of current students and alumni. (2) The study reported that although 92% of the students reported facing a serious personal hardship during their participation in the program.

“Connections between faculty and students were important factors for students in this cohort and are cited as an essential reason for success that should be noted.....the students valued the strong connections made between the cohort and between the cohort and the faculty, sharing and listening to another to gain a deeper understanding of themselves and others, and always being supportive of one another, whether by sharing a meal or hotel room, sharing encouraging words with one another, or by providing a space to retreat to when life outside school became difficult...”
(Benally-Hood and James, p.25 2012)

Some distinctions in student preferences can be drawn from a comparison between the General/Nonprofit and the Tribal cohort in terms of demographics according to a recent study by Tribal capstone students (Serpa, Wall and Nihoa, 2012). According to their survey, Tribal Track students are older and serve in somewhat higher professional levels (3). Differences in student preferences for curriculum were also noted.

Chart C: Comparison of student preferences for program selection and enhanced areas of curriculum

| Preference Factors | Both cohorts | Tribal Cohort |
|--|--------------|---------------|
| 1. Interest/enjoyment from program participation | 53% | 32% |
| 2. Impacts to current employment from program participation | 25% | 29% |
| 3. Only interested in Tribal track | | 73% |
| 4. Local, state and federal government: legislative/policy process | 15% | 8% |
| 5. Prefer more coverage of budget, finance, cost-benefit analysis | 37% | 28% |

| | | |
|--|-----|-----|
| 6. Prefer more coverage of Communications/media/community | 16% | 11% |
| 7. Prefer more coverage of local, state federal government structure/processes | 15% | 8% |
| 8. Prefer more coverage of Tribal governance structure and laws | 9% | 0% |
| 9. Desire for a Tribal alumni organization | | 79% |

Chart C (Serpa, Wall

and Nihoa, 2012)

Budget, finance and applied economics like cost-benefit analysis were areas that 28% of Tribal cohort students would like to see enhanced. In general, their interest in change was not as high as the general cohort. Only 9% of the general cohort preferred more inclusion of Tribal governance structures and laws in the general curriculum. Similarly, only 8% of the Tribal cohort students preferred an increase in local, state and federal government policy process curriculum. In terms of student preferences, the existing level of curriculum balance from the Tribal cohort seems to be generally satisfactory to more than 90% of the students, but nearly one third of the students would prefer more on finance and budgeted and 11% want more coverage in communications/media (Serpa, Wall and Nihoa, 2012). In addition, the Capstone study revealed through qualitative research that a major strength of the program was that the curriculum and focus are timely—

“....the founding faculty hold positions and continue to be involved in national level issues. In fact, if you look back through the 12 years or so of the program, you can clearly see that national and state changes have directly affected the curriculum and discussions offered to students. ...The field of Public Administration has changed quickly with new communications...global economies...and sustainability issues” (Serpa, Ward and Nihoa, 2012).

(2) Capstone Study of 2012, “How to Survive Graduate School: A Guide for MPA Tribal Concentration Students” Benally-Hood, Kim and Tracy James: survey with open-ended questions of 22 students with a 68% response rate plus in-depth interviews provided qualitative information on factors contributing to student success

(3) Capstone Study of 2012, “Serving the Tribal Community: The Master of Public Administration’s Tribal Governance Track, “Serpa, Jenny, Jeff Wall and Puanini

Nihoa. A survey was sent via email to all known students and graduates in the Tribal Track. A total of 29 surveys were received. Since graduates were not coded by Track or concentration until 2012, not all were located. In addition, nineteen Tribal leaders were surveyed and two key informant interviews. Eight former students were in the Tribal leader group, so altogether 37 alumni and student surveys were received.

A recent study of competencies for the Tribal Track (Stumpff, 2012) was added to the general competencies needed for the General/Nonprofit MPA cohorts. The completed integrated list is attached as Appendix I. Main areas included:

The framework of federal, Tribal and international law and jurisdictions including a dynamic environment of Tribally-instituted constitutional change, dual citizenship, significant areas for Tribal legislation, structural change and rule-making not governed by federal, state or local authorities and indigenous international relations.

Intergenerational nature of goals and strategic planning for communities who plan sustainable futures for the millennium with an emphasis on fiscal policy and economic analysis.

The relationship of Tribal governments as owners of major multi-million dollar businesses to Tribal citizens, to the larger external economic system, to corporations, to individual Tribal business owners and to the states.

Historic and evolving relationships across borders to indigenous nations building coalitions and participating in international institutions and processes on the global stage

Constant awareness of the need to protect cultural, social economic and political systems while working in arenas of unequal power with external organizations and governments who may have different objectives.

Leadership styles that work in the Tribal and interTribal arenas: inclusive, dynamic and culturally appropriate for working within and outside the Tribal community: Tribal elected officials may also be administrative leaders at the same time, or may often change roles.

The evolving role of research from its historic role as a tool of the colonizer to a powerful indigenous community-based tool that obtains accurate data and analysis for the benefit of sustainable Tribal communities through original research.

The initiation of the Enduring Legacy Project to develop case studies on Tribal topics in 2006 has increased programmatic and curricular flexibility by providing curriculum to meet changing needs in the Tribal Track as well as General MPA. Over ninety cases with teaching notes are now available. The National Science Foundation, Tribal

governments and the Lumina Foundation are primary contributors to the project. It continues to develop material that responds to the seven areas above and provides participatory activities to enhance the weekend classes.

A number of these topics mirror the Tier One (very important 1-4) and Tier Two (Moderate priority 5-7) topics identified by a capstone study (Serpa, Wall and Nihoa, 2012) analysis of input from Tribal leaders, alumni and current students in a statistical analysis:

1. The framework of federal, state and Tribal laws and policies
2. Tribal jurisdiction, sovereignty and Tribal rights
3. Strategic planning
4. Building sustainable economies
5. Building collaborative relationships between governments
6. Tribal sovereignty and jurisdiction shaping natural resource practices and policies within the context of state, federal and Tribal relationships
7. Ability to speak to Tribal groups and develop a consensus based public process

(Serpa, Wall and

Nihoa, 2012)

The areas identified in the 2012 study represent frameworks of laws and policies, jurisdiction and intergovernmental rights, strategic planning, and building sustainable economies. All of these areas are appropriate to MPA curriculum and are found in many programs throughout the country. They also suggest a closer relationship to the preferences of MPA programs in developing nations. The difference between the cohorts here is that a portion of the body of laws and policies are drawn from Tribally-specific examples within the framework in which Tribal governments operate. Areas for future development that are not fully covered in the current program include strategic planning and building sustainable economies. Further development of skills around consensus based public processes is also needed. This may include conflict mediation/management/resolution as well as designing public input processes. General areas of low interest included technical environmental skills, Tribal court administration, software applications and accounting.

PART III GAPS, POTENTIAL ALTERNATIVES/CHANGES, OPPORTUNITIES FOR IMPROVEMENT AND GROWTH

In the ten years since the first Tribal Governance cohort was admitted, there have been many changes in the landscape of Tribal affairs, and the cohort has adjusted to the challenges of being a weekend-only program on our campus, which is geared more

towards full time week day students. At this time, the program must consider curricular, structural, leadership, student support, recruitment and other changes that would benefit the program's long-term sustainability, reflect the needs of Tribes, and meet the requirements of our students.

Curricular Considerations: Areas for future development that are not fully covered in the current program include strategic planning and skills in economic analysis, finance and fiscal policy and tools for building public/private/nonprofit partnerships for building sustainable economies. Further development of skills around creating consensus based public processes and citizen involvement is also needed. These may include conflict mediation/management/resolution.

Recent surveys and student interviews suggest the first General Core and Path to Sovereignty curriculum are considered to be too basic. This may be connected to the fact that recent Tribal cohorts are at a higher level in their job categories, are older, and some serve on Tribal Councils and generally have a higher level of knowledge and experience than earlier cohorts- so they have needs for move into more advanced curriculum early in the MPA Program. Students suggest moving away from the emphasis on the history of sovereignty and federal Indian law and policy to current topics that assist Tribal governments in building capacity. One possible alternative may be to consolidate parts of Tribal Organization and Structure with Path to Sovereignty to focus on current issues and steps that Tribes are taking to improve governance through organization and structure. If this was done, Tribal Organization and Structure could be adapted to include more about managing the business arms of Tribal governments and the kinds of financial and sustainable development strategies that students and alumni identified as the strongest needs for their cohort.

Surveys show that some General Cohort students want more information on the basics of Tribal sovereignty and Tribal-state relations. This might be accomplished in several ways: 1) Recommending that they take the Tribal course "Intergovernmental Relations" as an elective. 2) Consider knowledge of Tribal sovereignty when hiring for general cohort including visitors and adjuncts. 3) Invite Tribal cohort faculty to provide lectures/workshops for general cohort. 4) Bridge faculty teaching both cores. 5) Develop a two unit course "Introduction to Tribal-State Relations for General Cohort students."

Structural Considerations: The increase in the percentage of core in 2008, while making the whole program more efficient and increasing faculty workload, decreases the ability of the Tribal cohort to take electives outside the Tribal specialty area, because most of their units are tied to required coursework. There may be a need to review the 2008 changes where faculty increased core classes from 4 to 6 units and incorporated the Capstone course as a core. Tribal faculty raised concerns at the time about lessening the opportunities for Tribal Track students to take electives and placing them in a position that requires them to take 10 units every quarter rather than eight. The class of 2012 was the first to graduate under this increased core model. Retention was high and 22 students graduated – the largest number so far. This outcome suggests that students are managing, but further student surveys should be conducted to identify

student needs and preferences.

It is possible for students to drop to six units and wait to pick up the Tribal concentration courses, however this may create a problem in keeping scholarships that require fulltime participation (8 units). If more two unit courses were available, this would help, although students would still have to wait an extra year to pick up the Tribal concentrations that they missed. To some extent, counseling can help students make choices. Another possibility would be to require Tribal Track students to take one less core, as has been done in some other concentrations in other programs. It may be worthwhile to look at the second year cores here: both General and Tribal Tracks have more time devoted to research (12 units plus 6 units for capstone) than many other programs.

Leadership Considerations: To ensure the long-term sustainability of the Tribal Governance concentration, the creation of a Co-Director position specifically for this concentration is recommended. The role would provide leadership and advocacy for the Tribal Governance cohort both internally and externally, and work with the MPA General Co-Director collaboratively to coordinate curriculum and all activities. The MPA-Tribal Governance Concentration Co-Director would be responsible for supervising the Assistant Director for the Tribal cohort, for holding the big-picture for strategic planning and management purposes, and providing a public face of the program by being a liaison for Tribes, state and federal agencies and other organizations. Significantly, the Tribal Co-Director would be responsible for fundraising for their own position, as well as raising monies through Tribal and outside funding organizations to support faculty lines, student scholarships and program-wide initiatives. The Tribal Co-Director's duties would include supporting students directly with Tribally-focused research, and the position would be required to teach part-time as a faculty member. The MPA-Tribal Governance concentration would greatly benefit from having direct leadership by an expert in the fields of Tribal Administration and Indian education, who would be able to provide a connection to the Tribal communities we serve and bring in funding to maintain and build the program.

Student Support Considerations: Student support should be fully accessible, culturally appropriate, and geared towards adult students who are professionals. Students in the Tribal cohort have often struggled with weekend housing and childcare, and having access to Enrollment Services offices – especially financial aid, Food Services, and the Bookstore and the Library. Ensuring that these offices are open at least during the lunch hour on weekends would enable students to utilize these much-needed resources during the limited times they are on campus. Placing an emphasis on weekend classes in the Building Services department would eliminate issues with classroom lockouts, and heating. Also, increased coordination with Media Services on the weekends would streamline class time when media problems arise.

In addition, scholarships and aid should be made available to students, and Evergreen Foundation scholarship accounts must be replenished regularly. To enhance student life, students would benefit from having more opportunities to connect with campus

cultural activities to build community and lessen a feeling of isolation that often occurs with weekend-only students.

Recruitment Considerations: The Tribal cohort currently admits students in a two-year cycle, due to limited faculty available to teach the consecutively-taught core and concentrations every year. As such, students who opt to enter the program mid-stream are called inter-year students, and they end up taking more electives, and staying the program for three years. The presence of inter-year students has tested our credit-limit and other policies, and posed funding challenges for the students themselves. If both core and concentration were to be offered every year, recruitment would increase, as there is a significant demand by students for our program.

The current pipeline of students that begins with Evergreen undergraduate programs is a substantial source for recruitment, and ultimately depends upon undergraduate recruitment of Native students and students of color. Evergreen should implement policies and systems which focus on diversity recruitment, especially recruitment of Tribal students at the undergraduate level that feed this pipeline. In order to be competitive with other colleges and universities, Evergreen should have a focus on serving students from marginalized communities, since many of our competitors have paid recruiters who do this work for their institutions. At the same time, an emphasis must be placed on retention of these students once they enroll, and the college should investigate the best methods for attaining high levels of recruitment and retention of students of color, and Tribal students.

Other Considerations. Findings from the student capstone project also suggest that students would prefer to have more speakers. Since the program is delivered in 20 hour Intensive Format, the use of more speakers can revitalize the long weekend and bring in expertise in needed subfields. Students suggest the development of an alumni organization and greater use of alumni both within and outside of class as well as increased funding for speakers. Another request was for increased online work, especially now that the 6 unit core model requires more hours on campus and more travel.

Scheduling of classes and the faculty lineup are concerns. The bridge faculty that teaches the cores with the faculty with Tribal expertise is an essential part of the implementation and serves both Tracks by adding interdisciplinary and internal diversity. (MPA Faculty, 2012) Since both Tracks are now under-staffed, this may be the greatest threat to the delivery of the program. Larry Geri and Amy Gould are the two current MPA faculty who have taught through both MPA years of MPA core. It is hoped that as new faculty come on, they will be willing to rotate into the bridge faculty position. Increasing reliance on adjuncts or faculty from only one track reduces the quality of experience and integration in the cores of either Track and could create instability, lack of long-term faculty relationships and lowered credentials and program quality. Both General/Nonprofit and Tribal Tracks may benefit from new faculty with strong expertise in fiscal policy, finance, and development economics. Both the review of programs, literature and student surveys all indicate this is a significant area for expansion to meet

the needs of a new and global Public Administration.

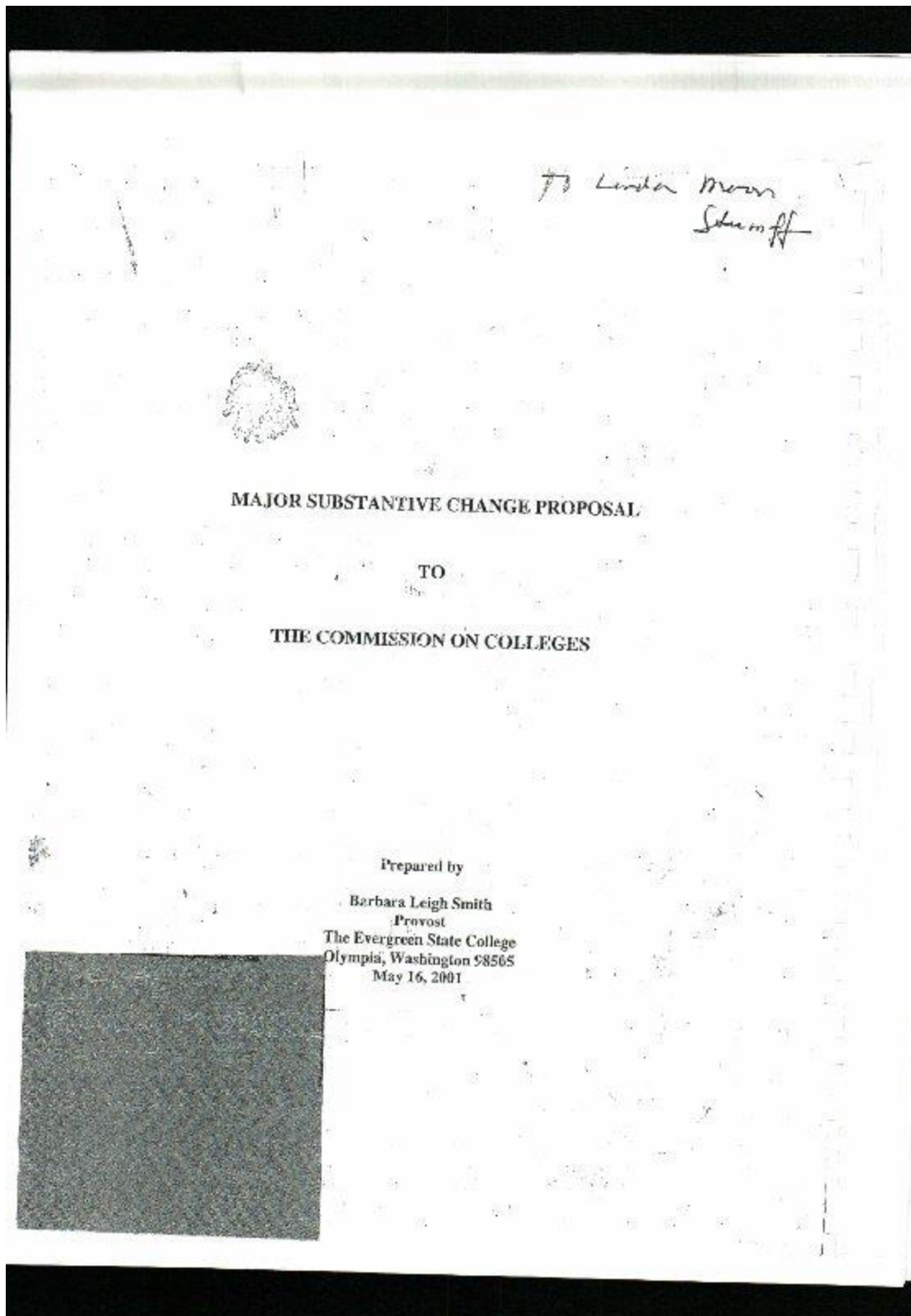
The scheduling of classes may also need attention. Tribal track core courses should not occur every other week nor should a Tribal Track concentration be scheduled the week after a core. Recently they have been scheduled to allow for more participation in electives. However, this may not be that important for the Tribal Track, since have only one elective slot to fill. The cores are the primary component of the MPA program and scheduling should be designed to promote the most beneficial time consideration for the cores. So far, students in the Tribal Track complete the core before beginning the concentration. This system was based on student preference. It also has the benefit of assuring students finish their cores earlier. Since Intensive Format can be a cause of students getting behind if they do not keep ahead of the curve and the fact that 92% of the students in the Tribal cohort experience a serious personal crisis during the course of their participation, it allows them several weeks to make up core work before the end of the quarter. If they took core and concentration courses and all of the work was due at the end of the quarter, retention problems may occur. MPA policy does not allow incompletes in core, and students are dropped from the program if they don't complete cores.

The door should remain open to constant change and updating in relation to the changing landscapes of Tribal governance and Public Administration. It will be important to consult students about future changes that may affect their ability to participate in the MPA Program. Since Tribal Track students have identified a high incidence of personal challenges and because most come from reservations with significant unemployment and lack of health and social services, changes should not make it more difficult for them to stay in the program. Alumni tracking program is needed and support for alumni activities. It is also imperative that Tribal governments and their officials and employers be involved in future changes to the program and this should be facilitated by faculty with strong Tribal connections and expertise. The Tribal faculty should be supported with time, funding and staff to bring about such a meeting or series of meetings so that a quality product is achieved and to attend key Tribal leadership meetings like the National Congress of American Indians.

The Tribal Track has been a surprising success in the light of the failed pilots in other institutions. More native students graduate from this one program than graduate from all of the graduate programs on the University of Washington campus. It remains the only MPA degree focused on Tribal Governance in the nation. It represents the kind of thing that The Evergreen State College does well by working at the cutting edge, by promoting interdisciplinary work, and enhancing the interplay of theory and practice.

PROPOSAL FOR SUBSTANTIVE CHANGE IN CURRICULUM pages**

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A: Nature and Purposes of the Change in Context of Institutional Mission and Goals

The Evergreen State College proposes to establish a Master of Public Administration degree in College Administration and Tribal Government. The college is already authorized to offer an MPA degree. The proposed new program would provide a more specialized curriculum and serve a need for specialists in tribal administration. The program also differs from the existing program in terms of scheduling since it is organized in an intensive format. A cohort of 23 students would enter the program every two years. The target audience includes tribal government employees from the 28 tribes in Washington state who employ 14,375 persons and the networks of local, state and federal liaisons, special commissions, and non-profit and legislative aids who work on tribal issues. The program would probably begin in Fall 2002.

The Evergreen State College is well positioned to offer this new degree program. The program directly supports the college mission which emphasizes serving under-represented, diverse, place-based populations through community-based learning and focusing on issues and problems found within students' communities. Evergreen has a long and successful history of educating Native American students and working with tribal communities. The proposed program is a logical next step in the college's work with Native communities. The proposed degree builds upon a number of complementary college programs that are already in place including the following:

1. The Northwest Indian Applied Research Institute: A substantial public service center, focusing on tribal issues.
2. The Longhouse Education and Culture Center: A second public service center focusing on tribal economic development and cultural preservation.
3. An undergraduate curriculum on-site at five western Washington reservations: Makah, Muckleshoot, Quinault, Port Gamble S'Klallam, and Shokomish serving about 75 students.
4. An on-campus undergraduate Native American Studies Program.
5. A large Native American student population and one of the largest Native American faculty in the country.
6. A Master of Environmental Studies degree, interested in partnering with some aspects of the proposed degree program.
7. Extensive relationships with a number of tribal colleges.

Through a broad array of educational programs and services, the proposed degree continues The Evergreen State College's effort to become the premier institution in the United States in Native American education. Offering this degree now when there is a national move toward tribal self-governance is especially timely and important. Furthermore, at a time when Washington state is engaged in addressing the significant issues emerging from rapid growth and development, salmon restoration, hydropower, social program reform and revenue generation, the location of the college is ideal for the work between tribes and agencies that require collaborative mechanisms.

The educational principles underlying the MPA/CAT Program align with the college's beliefs and practices of the college as expressed in the college's five foci:

- **Collaboration.** Collaborative or shared learning is better than learning in isolation and in competition with others.
- **Diversity.** Teaching across differences is critical to learning.
- **Interdisciplinary Education.** Connected learning, pulling together different disciplinary ideas and concepts is better than learning separated bits of information.
- **Personal Engagement and Active Learning.** Applying what is learned to projects and activities is better than passively receiving knowledge.
- **Theory and Practice.** The only way to thoroughly understand abstract theories is to apply them to real world situations.

B: Formal Authorization by Governing Board, Governmental Agency, and Academic Policy Group at Institution

The proposed program has been approved by The Evergreen State College's Board of Trustees in January of 2000 and the Washington Higher Education Coordinating Board in September of 2000 (Please see Appendix 1) after being approved by the Faculty and Academic Administration of The Evergreen State College and placed in the College's Strategic Plan, January 2000.

C: Educational Offerings

The proposed MPA/CAT program is constructed around four principles:

1. Foster an education experience that results in critical thinking and the ability to conceptualize problems within whole systems through oral and written dialogues and consensus based processes.
2. Implement a participatory approach to learning that integrates professional education with critical thinking.
3. Achieve integration of the curriculum—a core series of courses that engages a cohort team of students with a faculty team—through the development of a multicultural learning community and an interdisciplinary curriculum. Significant questions will be approached in a cross-disciplinary fashion so that they can be answered in their broadest historical, cultural, political, economic, social and scientific contexts.
4. Support high quality, community responsive applied research that makes fundamental contributions to solutions that focus on supporting sustainable, equitable, economic, political, and ecological systems.

The uniqueness of the MPA/CAT Proposal first derives from its focus on transformative, collaborative models of sovereignty and governance as the basis for supporting and developing healthy sustainable communities. Within the field of Public Administration, collaboration is defined as an institutional response to working together that moves resources on an as-needed basis (Ferris USC, 1994). It invites research on administrative processes that facilitate equitable

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resident to resident status, the burden of proof shall rest with the applicant. Any change in classification, either nonresident to resident, or the reverse, shall be based upon written evidence maintained in the files of the institution and, if approved, shall take effect the semester or quarter such evidence was filed with the institution: PROVIDED, That applications for a change in classification shall be accepted up to the thirtieth calendar day following the first day of instruction of the quarter or semester for which application is made. (1989 c 175 § 79; 1985 c 370 § 63; 1982 1st ex.s. c 37 § 2; 1979 ex.s. c 15 § 1; 1972 ex.s. c 149 § 2; 1971 ex.s. c 273 § 3.)

Effective date—1989 c 175: See note following RCW 34.05.016.
Severability—Effective dates—1985 c 370: See RCW 28B.60.912 and 28B.60.912.

Effective date—Severability—1982 1st ex.s. c 37: See notes following RCW 28B.15.012.

Severability—1971 ex.s. c 273: See note following RCW 28B.15.011.

28B.15.0131 Resident tuition rates—American Indian students. For the purposes of determining resident tuition rates, resident students shall include American Indian students who meet two conditions. First, for a period of one year immediately prior to enrollment at a state institution of higher education as defined in RCW 28B.10.016, the student must have been domiciled in one or a combination of the following states: Idaho; Montana; Oregon; or Washington. Second, the students must be members of one of the following American Indian tribes whose traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington:

- (1) Colville Confederated Tribes;
- (2) Confederated Tribes of the Chehalis Reservation;
- (3) Hoh Indian Tribe;
- (4) Jamestown S'Klallam Tribe;
- (5) Kalispel Tribe of Indians;
- (6) Lower Elwha Klallam Tribe;
- (7) Lummi Nation;
- (8) Makah Indian Tribe;
- (9) Muckleshoot Indian Tribe;
- (10) Nisqually Indian Tribe;
- (11) Nooksack Indian Tribe;
- (12) Port Gamble S'Klallam Community;
- (13) Puyallup Tribe of Indians;
- (14) Quileute Tribe;
- (15) Quinault Indian Nation;
- (16) Confederated Tribes of Salish Kootenai;
- (17) Sauk Suiattle Indian Nation;
- (18) Shoalwater Bay Indian Tribe;
- (19) Skokomish Indian Tribe;
- (20) Snoqualmie Tribe;
- (21) Spokane Tribe of Indians;
- (22) Squaxin Island Tribe;
- (23) Stillaguamish Tribe;
- (24) Squamish Tribe of the Port Madison Reservation;
- (25) Swinomish Indian Community;
- (26) Tulalip Tribes;
- (27) Upper Skagit Indian Tribe;
- (28) Yakama Indian Nation;
- (29) Coeur d'Alene Tribe.

[Title 28B RCW—page 58]

(30) Confederated Tribes of the Umatilla Indian Reservation;

(31) Confederated Tribes of Warm Springs;

(32) Kootenai Tribe; and

(33) Nez Perce Tribe.

Any student enrolled at a state institution of higher education as defined in RCW 28B.10.016 who is paid resident tuition under this section, and who has not established domicile in the state of Washington at least one year before enrollment, shall not be included in any calculation state-funded enrollment for budgeting purposes, and no state general fund moneys shall be appropriated to a state institution of higher education for the support of such student (1994 c 188 § 1.)

28B.15.014 Exemption from nonresident tuition differential. Subject to the limitations of RCW 28B.15.9 the governing boards of the state universities, the regional universities, The Evergreen State College, and the community colleges may exempt the following nonresidents from paying all or a portion of the nonresident tuition differential:

(1) Any person who resides in the state of Washington and who holds a graduate service appointment designated such by a public institution of higher education or is employed for an academic department in support of the instructional or research programs involving not less than two hours per week during the term such person shall hold a appointment.

(2) Any faculty member, classified staff member administratively exempt employee holding not less than half time appointment at an institution who resides in state of Washington, and the dependent children and spouse of such persons.

(3) Active-duty military personnel stationed in the state of Washington.

(4) Any immigrant refugee and the spouse and dependent children of such refugee, if the refugee (a) is on permanent status, or (b) has received an immigrant visa, or (c) applied for United States citizenship.

(5) Domestic exchange students participating in program created under RCW 28B.15.723.

(6) Any dependent of a member of the United States Congress representing the state of Washington. (1993 c 18 § 5; 1992 c 231 § 3. Prior: 1989 c 306 § 3; 1979 c 290 § 3; 1985 c 362 § 1; 1984 c 232 § 1; 1962 1st ex.s. c 37 § 3; 1971 ex.s. c 273 § 4.)

Effective date—1993 sp.s. c 18: See notes following 28B.10.015.

Effective date—1992 c 231: See notes following RCW 28B.15.014.

Intent—1989 c 290: See note following RCW 28B.15.015.

Severability—1984 c 232: "If any provision of this act application in any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." (1984 c 232 § 2.)

Effective date—Severability—1982 1st ex.s. c 37: See notes following RCW 28B.15.012.

Severability—1971 ex.s. c 273: See note following 28B.15.011.

28B.15.015 Classification as resident or nonresident student—Board to adopt rules relating to student

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MPA Faculty Meeting September and Oct. 2012 (approved General/Tribal Competencies and agreed bridge faculty was essential for cores

Newland, Chester, 2010. Personal conversation.

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Serpa, Jenny, Jeff Wall and Puanini Nihoa Capstone Study of 2012, "Serving the Tribal Community: The Master of Public Administration's Tribal Governance Track " A survey instrument was sent via email to all known students and graduates in the Tribal Track. A total of 29 surveys were received. Since graduates were not coded by Track or concentration until 2012, not all were located. In addition, nineteen Tribal leaders were surveyed and two key informant interviews. Eight former students were in the Tribal leader group, so altogether 37 alumni and student surveys were received.

Wu, Xun and Jingwei He, (2009) Public Administration Review

OTHER DOCUMENTS

Unpublished documents referred to in the body of this review are included in the Appendixes. Erin Genia has a full copy of the Higher Education Coordinating Board study (60pp.) if that is needed.

Appendix VIII Annual Reports (no report for 05-06 & 08-09)

The Evergreen State College Masters Program in Public Administration 2003-2004

Annual Report

Message from the Coordinator

The Evergreen State College Masters Program in Public Administration completed a highly successful 2003-2004 academic year. We began the year with 45 new students at our orientation on September 15, 2003, with State Insurance Commissioner Mike Kriedler giving a fine address on the importance of public service. On June 13, 2004 we celebrated the graduation of 32 students, including 13 from our first cohort of students in the tribal governance concentration. Pearl Capoeman-Baller, leader of the Quinault Indian Nation, gave a thoughtful address to our graduates at a very successful hooding ceremony.

This report summarizes our important accomplishments last year as well as data from student surveys that provide a snapshot of their satisfaction with and feedback about the program. A list of the key accomplishments is included on page 2, and our organizational goals for last year, and the upcoming academic year 2004-05 are included on page **.. I am pleased with the progress we have made in implementing our revised curriculum and new organizational structure. Our faculty, staff, and advisory board members have worked hard on the redesign and redirection of the program, and our high enrollment figures and strong levels of student satisfaction suggest that these changes are moving us in the right direction.

My thanks to everyone who contributed to the success of the program this year, and specifically thank Dave Finnell and Mary McGhee for their assistance with this report. If you have any questions about the program or feedback on this report, please contact me at 360-867-6616 or geril@evergreen.edu.

Larry Geri
MPA Coordinator

Program Mission

The mission of The Evergreen State College Master of Public Administration (MPA) program is to provide high-quality professional education to students pursuing careers within government agencies, tribal governments and non-profit organizations. We are committed to preparing students to seek democratic, equitable, and practical solutions to public problems by embedding issues of social justice, social change, and democratic governance throughout our program. We seek to develop leaders who think analytically, communicate effectively, and work collaboratively as they strive to make a difference in public service. Toward those ends, we offer an academic program leading to the degree of Master of Public Administration.

Primary Accomplishments in 2003-2004

People

- We hired a new Associate Coordinator, Mary McGhee, who learned the job quickly and is performing at a high level.
- We brought in several fine new faculty to teach in the program. Dick Cushing taught Financial Management, and Joan LaFrance taught Human Resources.
- For the upcoming academic year, we have hired Marc Baldwin to fill in for Gail Johnson while she is on leave during the upcoming year; he will teach 2nd year core with Cheryl Simrell King. Colleen Gillespie, former executive director of the Community Foundation for South Sound, will teach nonprofit management. Ann Daley of Evergreen will teach a course on collective bargaining, and Faith Trimble (an MPA grad) and Jeanne Ward will teach project management.

Publications and Scholarship

- Cheryl Simrell King completed her latest book, Transformational Public Service: Portraits of Theory in Practice, which will be published by M.E. Sharpe in January, 2005. Congratulations, Cheryl!
- Cheryl also published an article in *Administrative Theory and Praxis* entitled, "The scholastic is political: A response to Michael Spicer."

Enrollment and Program Data

- By early May of this year we completed our admissions for the regular cohort, the earliest we have closed admissions in the last 10 years.
- Student satisfaction with our course offerings and with their overall experience in the program remained high.

Program Administration

- Our advisory board met twice and gave us fine counsel on the current and future direction of the program. We thank them for the support they have provided to the program.
- We completed an overhaul of the MPA webpage, thanks to the assistance of Susan Bustetter and her assistants. Check it out at: <http://www.evergreen.edu/mpa/home.htm>.
- We began a planning process that will provide incoming students each year with two years of known curricula in the program, plus a tentative plan for a third year. Thanks to Gail Johnson for her work on this process.
- Our Research Assistant this year, MPA student Dave Finnell, consistently provided outstanding assistance to me, Mary and our other faculty.

Other Activities

- We began a relationship with the Hyogo Prefecture Policy Studies Association (HPPSA), in conjunction with the Evergreen Chapter of ASPA. We will devote a portion of our website to cataloging websites and academic studies on policy and public administration issues of interest to HPPSA members.
- We had an effective presence at the ASPA conference in Portland, Oregon. Gail Johnson and I participated in a panel on human resources in the public sector; Cheryl Simrell King also facilitated a panel.
- Our alumni group sponsored several activities and began to raise funds for student scholarships, thanks to their time and energy and Nita Rinehart's guidance.

- We successfully sponsored several public events, including a symposium on “Women and Balance” (in conjunction with ASPA) organized by Gail Johnson and Joan Bantz.

Curriculum update

This was the first year in which we fully implemented our revised curriculum, which features first and second year core programs plus a series of electives (for full details on the new curriculum, see <http://www.evergreen.edu/mpa/progoverview.htm>). The curriculum is shown in Table 1 below. Dick Cushing, former City of Olympia City Manager (financial management) and Joan LaFrance, an evaluation consultant (Human Resources) taught new electives for us that were fine additions to our course line up.

We began a planning process that will enable us to have two years of curriculum thoroughly planned at the start of each academic year, which will greatly ease student curriculum planning. Thanks to Gail Johnson for her work on that planning project.

This year for the first time we offered the second year core as a three-quarter, 12-credit program. Students reaction to this model was generally very favorable.

For the upcoming academic year we hired Marc Baldwin, Associate Commissioner of Washington State Employment Security, as a visitor to teach second year core with Cheryl Simrell King. Marc is currently Associate Commissioner of the Washington Employment Security Department. He holds an MPA from the London School of Economics and a Ph.D. in Urban Planning from the Massachusetts Institute of Technology.

Table 1. MPA Program Curriculum 2003-2004. All programs/courses are for 4 credits unless noted otherwise.

| Fall 2003 | Winter 2004 | Spring 2004 | Summer 2004 |
|---|--|---|---|
| Geri & King & Egawa Tribal: Moon-Stumpff & Geri | Geri & King & Egawa Tribal: Moon-Stumpff & Geri | Johnson & King Tribal: King/Moon-Stumpff | N/A |
| Johnson & Rinehart | Johnson & Bantz | Johnson & Bantz | N/A |
| Foundations of Public Policy: Bantz So You Want to Run a Non-Profit? Bantz Public Law: Rinehart Tribal Concentration IV: Moon-Stumpff & Parker Human Resources: Johnson Political Context of State Government: Karen Fraser | Health Care Reform: Bantz Advanced Research Methods: King Fiscal Policy: Rinehart Tribal Concentration V : Moon-Stumpff & Parker Organizational Development & Change: Johnson Conflict Resolution: Helena Meyer-Knapp | Tribal Capstone: Moon-Stumpff & Parker On-Campus Capstone: Rinehart & King Comparative Health Care: Bantz Financial Management: Dick Cushing Poverty Policy: Johnson | Tribes & Natural Resources: Moon-Stumpff Grant Writing: Geri Putting Practices to Work, King |

We will also welcome Colleen Gillespie, former executive director of the Community Foundation for South Sound, and currently a broker for Smith Barney, Inc. to teach nonprofit management. and Faith Trimble,

a consultant and graduate of our program, will teach a course on project management as well as our first offering in the Extended Education program. Ann Daley, Vice President for Finance and Administration at Evergreen, will also teach a course on collective bargaining.

Enrollment Data

Table 1 shows data on enrollments and the number of program graduates last year. Our enrollments have continued to increase, particularly measured on a headcount, or per student basis. We believe this reflects several factors. These include the additional students in the tribal concentration, the very positive image of the program in the community and region, and the effects of the changes in the program implemented over the past two years

Table 1. Enrollment, faculty and degree data. (Note: Faculty data reflect only FULL-TIME faculty assigned to the program and includes director at .5 FTE; degrees awarded in 2002-2003 are pending). FTE= Full time equivalent, calculated at 1=10 credits.
*Spring quarter data not included.

| | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Average FTE enrollment | 59 | 57 | 47 | 52 | 71 | 70* |
| Average quarterly headcount | 72 | 72 | 57 | 58 | 96 | 101* |
| Degrees granted | 26 | 39 | 30 | 24 | 33 | 32 |
| Faculty | 4.5 | 4.5 | 4.5 | 4.5 | 5.5 | 5.5 |

We continue to define full time enrollment as 8-credits per quarter. The state's Higher Education Coordinating Board defines full time at the graduate level as 10 credits. In addition, we have a high and fluctuating proportion of our students attending part-time, at 4 credits per quarter. As a result of these factors, our "headcount" versus "FTE" enrollment figures diverge significantly.

Student Surveys

This year we extensively surveyed both cohorts of students. The goal was to gather demographic data, discover how satisfied they are with the program, and search for areas in need of improvement. This year's survey instruments were extensively revised from earlier versions and should provide useful baseline data for comparison in subsequent years. Surveys were administered in late spring quarter 2004; we obtained responses from 14 members of the tribal cohort, 27 first year students, and 17 second year students.

The survey data suggest a high level of student satisfaction with the program and our faculty. Table 3 shows responses to the question, "How satisfied are you with the MPA program so far?" Student satisfaction is particularly high in the tribal cohort and was somewhat lower in the 1st year cohort.

Table 3. Responses to survey question 18 on satisfaction with the MPA program. (Note: no respondents checked the "not very satisfied or not at all satisfied or no opinion categories).

| | Tribal, n=14 | First year, n=27 | Second year, n=17 |
|----------------|--------------|------------------|-------------------|
| Very Satisfied | 61.5% (8) | 22.2% (6) | 23.5% (4) |
| Satisfied | 38.5 % (5) | 55.6% (15) | 70.6% (12) |
| Neutral | 0.0% | 22.2% (6) | 5.9% (1) |
| No response | 1 | 0 | 0 |

Over 90 percent of respondents (from all 3 groups) said that they are satisfied or very satisfied with the overall quality of instruction; 84% said they are satisfied or very satisfied with the quality of faculty feedback on their work. Further, 86% said they are satisfied or very satisfied with the timeliness of faculty feedback on their work. This latter accomplishment is quite impressive when you consider that faculty may have up to 75 students in one quarter!

Other highlights from the survey results:

- Our part-time option has proved popular. 53% of all current MPA students said that they will take three to four years to complete the program, indicating that they are on a part-time track.
- 84% of respondents were satisfied or very satisfied with their own progress in reaching their academic goals.
- 67% of respondents believe that the ability to create some aspects of course content greatly help them meet their learning goals.
- The MPA program, in step with Evergreen's multicultural philosophy, strives to improve cross-cultural communication. The survey results suggest that this is important to students as well. When asked to what extent students from diverse backgrounds have helped the respondents meet their learning goals, 60% said either a great or very great extent.

This year's survey also showed us areas requiring improvement. In the non-tribal cohorts, 74% of first-year students and 94% of second-year students revealed that they expected more material on tribal governance. Responding to this result, in a separate survey administered by tribal program faculty to the tribal cohort, students were asked about options for interacting with non-tribal cohorts. Suggestions ranged from combining selected Saturday classes, sharing special lectures/workshops or opening certain quarters of the tribal concentration to non-tribal cohort members as an elective. In response to these concerns, we are planning a joint Saturday class session during fall quarter, and will consider similar events for winter and spring.

Tribal Governance Concentration

The tribal governance concentration concluded a productive year with the graduation of 13 students from the program in June. This continues to be the only program of its kind in the U.S. Linda Moon Stumpff taught the second year core to the cohort along with Larry Geri (fall and winter) and Cheryl Simrell King, and the concentration and capstone courses along with Alan Parker. As was noted in the survey responses section above, the students were generally highly satisfied with the program and faculty performance.

We are now completing recruitment of the second cohort of tribal students, who will complete the program during the 2004-05 and 2005-05 academic years. In late July we received the exciting news that the concentration would be granted funds through the Higher Education Coordinating Board's high-demand enrollments initiative. They initially funded the program for an enrollment of 25 FTE (about 31 students). The initial commitment to the concentration through this funding mechanism is for one-year; with sufficient enrollment the funding is likely to be extended.

Faculty Issues

Our faculty self-directed workteam completed a second successful year. We continued to learn more about what was required to effectively and efficiently operate and make decisions using this form of governance. In particular, we learned that we need shorter, more frequent meetings, more communication from the Coordinator to team members about what is happening on a week-to-week basis, and

During the 2002-03 year we found that a 28-credit faculty workload was not sustainable, particularly given the additional governance responsibilities we collectively and individually took on at the beginning of the year. We returned the level to 24 credits; most faculty will teach two, 4-credit programs/courses per

quarter. We also agreed to leave the coordinator's workload at half that level, or 12 credits per year.

We discovered late in the year that the position description for the MPA Director has not been changed to reflect our preferred title, MPA Coordinator. We will work with the agenda committee this year to make this change in the Faculty Handbook.

FACULTY PROJECTS

In addition to their instructional duties, MPA faculty led projects outside the classroom.

Nita Rinehart delivered a workshop entitled "Effective Communication with Legislators" to several groups, including government and nonprofit agency staff, volunteer advocates and interested citizens. Topics included: how the legislature makes decisions, communicating with legislators and their staff, and how to write and deliver effective testimony. She also held this workshop at the Washington State Public Ports Conference. All proceeds from the workshops went to the MPA scholarship fund.

The MPA program and the Evergreen Chapter of the American Society for Public Administration offered a day-long workshop entitled, "Today's Women! Balancing the Personal, Community and Work." Sixty participants attended and participated in one of four concurrent seminars, led by local civic and nonprofit leaders and MPA faculty. The keynote speaker was Ann Daley, Evergreen's Vice President for Finance and Administration. Thanks to Gail Johnson, Joan Bantz and Mary McGhee for organizing this event.

Larry Geri, MPA Coordinator, held several training workshops on performance measurement and evaluation. He spoke to many local nonprofits who applied for funding from United Way of Thurston County as well as for the Washington Gear Up program. These training sessions, which were invaluable to those in attendance, helped agencies navigate increasingly comprehensive funding applications requiring performance measurement information.

MPA Alumni Association

Our department values outreach to the local community, and the MPA Alumni Association is a great help in this effort. Working together with MPA faculty, the MPA Alumni Association held its first professional development seminar on the evening of June 15, 2004. The event took place at Plenty Restaurant in Olympia and was attended by 17 people. The topic was the role of ethics in public service, with keynote speakers Dr. Cheryl Simrell-King (MPA faculty) and Captain Brian Jones, Commander of Washington State Highway Patrol Academy. The seminar was well-received and another is planned for September on Washington's civil service reform process.

MPA Program Goals and Accomplishments for 2003-04

| Goal | Status |
|--|---|
| 1. Admit a full cohort of students for 2004-05 by May 1 st , 2004 | Accomplished, though technically we were a few days late. |
| 2. Successful completion of the second year of our revised curriculum, including the second year of the first cohort of tribal students. | Accomplished. |
| 3. We will continue to improve the marketing of the program. We will complete a marketing plan by late October. | In process. We have a draft marketing plan that will be updated. Next year we will do several recruiting sessions at state agencies. |
| 4. Complete preliminary evaluation of pilot program by February 1, 2004, with a more thorough evaluation completed in summer 2004. | In process. We obtained survey results from the two cohorts of students in late May. These are being analyzed now and important findings included in the program annual report. |
| 5. Continue progress on creating an alumni association. | Accomplished. We have had several alumni functions and interest on the part of recent graduates is strong. |
| 6. Generate outside funds to support important MPA objectives. | This continues to be a challenge. We may be able to generate some funds next year through extended ed offerings. |
| 7. Develop a plan for the implementation of an MPA Certificate program by May 1 st . | We have opted against a certificate for the time being. We will offer a series of short courses through Ext. Ed instead. |
| 8. Continue our efforts to make the program an attractive option for TESC faculty. | This is difficult to measure. I plan to work on this more during the upcoming year. |
| 9. Plan and execute a second joint symposium with ASPA in spring of 2004, and continue to explore options for a major on-campus MPA symposium on a topic such as health care reform. | Accomplished. We sponsored a "Women and Balance" program successful in February. We are planning a symposium for the 2004-05 academic year on collective bargaining and related topics. |
| 10. Develop a TESC MPA presence at the ASPA national conference in Portland, Oregon in spring 2004. | Accomplished. While we didn't have a program booth, Cheryl, Gail and Larry took part in panels or presentations. |

Tentative MPA Program Goals for 2004-2005

1. Recruit a full class by May 1, 2005.
2. Obtain long-term funding for the tribal concentration and hire an additional faculty to teach in that concentration.
3. Effectively implement agreed upon changes in the operations of the MPA team.
4. Formally change the title of program chair from Director to Coordinator.
5. Successfully offer several short courses through TESC's Extended Education program.
6. Develop and deliver a symposium in mid-year that will be linked to our extended ed offerings, likely focused on collective bargaining.
7. Continue to provide a high quality academic program, as measured by student satisfaction

and other indicators.

8. Hire a new MPA faculty member.
9. Continue to raise the profile of the program in the region.
10. Improve the integration between the two cohorts of students

Appendix: Faculty public service

Gail Johnson

1. Gail provided significant support for the Facing Our Future Forum held on October 27, 2003, an event sponsored by the Community Partnership group that sponsored the Community Assessment completed in June 2003. Over 200 people participated. She contracted with several MPA students to facilitate the action team sessions. Facilitated the health action team session. Continued on with several MPA students who served as scribes and organizers of the action teams. I continued with the poverty action team and facilitator of the education action team throughout the year. I wrote a grant proposal for the education action team that was funded. I also worked with FOFF organizers to plan the post- forum event and strategy.

1. Public Service Academy. Worked with several students throughout the year on this project. This included a trip to Franklin High School, Seattle, to observe and meet with the students at the public service academy. Two students organized a community meeting, held in the legislature, as part of their capstone.
2. ASPA: continued as board member of the ASPA Evergreen chapter; maintained the website. Panel member at a pre-conference HR workshop at the national annual APSA conference in Portland. Co-organized a Women's Workshop event in February at TESC.
3. Success by 6: reviewed study design for grant application.
4. Center for Community Based Learning and Action. Attended meetings, including a daylong campus compact meeting: Dialogue for Democracy.

Nita Rinehart

* Senior mediator at Thurston County Dispute Resolution Center: average one or two mediations per month;

* Workshops on legislative process: fundraiser for MPA Scholarship; Association of Washington Cities; Washington Public Port Association (also honorarium to MPA scholarship).

* Washington State Oral History Development Committee.

Cheryl Simrell King

Scholarship:

Finished book! Transformational Public Service: Portraits of Theory in Practice. M.E. Sharpe. Expected publication: January, 2005.

Article: King, C.S. (2003). The scholastic is political: A response to Michael Spicer. *Administrative Theory and Praxis*, 25(4). 564-573.

Continued to work toward preparing an article (targeted for *Public Administration Review*) in collaboration with my colleagues in the Netherlands. We plan to present the first version at a conference in Denmark in October (I don't plan to be there – too bad!).

Public Scholarship:

"Delivering on the Promise of Public Service." Panelist. Governor's Leadership Conference. Lacey, WA. June, 2004. Participated in a panel with Dave Ross, Stuart Elway and Lisa Samuelson) for 250+ state-level executives.

"Ethics in Public Service." Speaker. TESC MPA Alumni Association. June, 2004.

Guest Lecturer: "Gear Up Project." The Evergreen State College. Prepared and delivered lecture to 100+ seventh graders visiting campus to experience college life. May, 2004.

Guest lecturer for MPA classes: Joan Bantz's policy class; First year Core.

Self-nominated for the community representative to the *Olympian* editorial board – don't know what my chances are but I said I'd do it (six month term commencing in July).

Conferences:

Public Administration Theory Conference (PAT-Net). Omaha, NE. June, 2004.

Speaker, pre-conference session for doctoral students

Roundtable Panel Participant

ASPA National Conference

Panel convener and participant

Professional Service:

Co-Chair, Public Administration Theory Network (PAT-Net) annual conference. Omaha, NE. June, 2004

Member of the Program Committee, ASPA National Conference. Portland, OR. March, 2004.

Immediate Past Chair; Conference Chair – ASPA's Section on Women in Public Administration (SWPA).

Special Issue Editor: The Innovations Journal (special issue on citizen engagement to be published Jan, 2005).

Editorial Board: *Administrative Theory & Praxis*.

Referee: *Administrative Theory & Praxis*, *Public Administration Review*; *Public Productivity and Management Review*; *American Review of Public Administration*, *Administration and Society* as well as several political science journals.

National Council: Pi Alpha Alpha (public administration national honor society).

Local Public Service

Facilitator/participant: United Way of Thurston County's "Facing our Future Forum." Facilitator of the Youth (11-17) Action Group. Took lead in writing the grant to United Way to fund website development project. Will supervise project.

Research Consultant: Developmental Disabilities Council (my only paid consulting work this year)

Russ Lehman/First American Education Project: grant writing and organizational development.

Larry Geri

- * Offered 4 sessions of performance measurement training to local nonprofits on behalf of United Way of Thurston County
- * Gave a presentation on volunteerism and strategic management at the United Way of Washington annual meeting in Ocean Shores.
- * Became a member of the United Way of Thurston County Board of Directors. In that capacity, Larry facilitated a team building exercise at the board's annual retreat in June. He also participated as a member of the team that proposed sweeping changes to the organization's process of collecting and allocating contributions.
- * Assisted with the planning for the Facing Our Future Forum held in October 2003.
- * Presented a paper at the annual meeting of the National Association of Schools of Public Affairs and Administration, entitled, "Fire Your Boss: Can A Self Directed Workteam Successfully Lead an MPA Program?"

Linda Moon Stumpff

1. Completed a major study on tribal fire management operations for the tribes of Washington, Oregon and Idaho. Study will come out in a report for the Center for Community and Watershed Sustainability at the University of Oregon. Findings reveal high fire risk connected to rural poverty with lowered federal support and contributions.
2. Wrote and presented a paper for the "National Environmental Professionals Association annual conference in Portland. "Reweaving Earth" connected traditional philosophy and ecological knowledge as expressed in current NEPA planning documents prepared by Tribes.
3. Two tours of SPIPA students who are interested in attending Evergreen.
4. Designed and implemented annual youth practicum for Native American youth interested in natural resources careers at the Turner Ranch in N.M>La



MASTERS IN PUBLIC ADMINISTRATION

-be the change you wish to see in the world

Annual Report 2004.2005

Mission

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service.

We:

- *think* critically and creatively;
- *communicate* effectively;
- *work* collaboratively;
- *embrace* diversity;
- *value* fairness and equity;
- *advocate* powerfully on behalf of the public;
- and
- *imagine* new possibilities and accomplish positive change in our workplaces and in our communities.

HISTORY

The MPA program at Evergreen was founded in 1980. In 2002, the program underwent a major redesign, the first since the program began. We now offer three areas of concentration: public and nonprofit administration, public policy (emphasizing health policy) and tribal governance (a separate student cohort). The MPA program has been designed to meet the needs of our students by giving them greater choice not only in the concentration areas, but also in the length of time to complete the program. Some students may choose to complete the program within two years, while others may choose three to four years. Classes meet in the evening, on Saturdays and in intensive weekend formats.

The MPA program consists of 60 quarter-credit hours. Students take two years of Core (4 hours/quarter), typically with their cohort, and 36 hours of electives (two additional courses are required for those taking the policy concentration), culminating in a 4 hour Capstone (or optional thesis).

Academic year (AY) 04-05 was the first year after our changes in which we had enough students from various cohorts to have a sense of stability in enrollments. Each year, we admit a cohort of 45 students in the general MPA program; every other year we admit a cohort of tribal students, two cohorts have been admitted since the inception of the tribal concentration. For general students, roughly 2/3rds will graduate in about two years; close to 100% of tribal students graduate in two years. One third of general students will continue on and take 3 or 4 years to graduate. Therefore, we serve students from a mix of cohorts: first years; second years; tribal and those who are taking longer to complete their degrees. We admitted our first cohort under the new model in AY 01-02; in AY 04-05, we had students from 4 cohorts enrolling.

In addition to serving students from various MPA cohorts, our electives also serve special students, MES students and undergraduates.

AY 04.05 ACCOMPLISHMENTS – SERVING STUDENTS

Enrollment: This past year was a remarkable year for our program: the program served over 100 MPA students last year. In addition, the last two years we have closed admissions in early spring – a stark contrast to years past when admissions stayed open well into September. For AY 05-06, we had 78 applicants; we admitted 51 (45 + waitlist + tribal additions), 46 have paid their deposit and plan to attend this fall.

Table 1 shows the considerable increases in enrollment experienced by the program over the last several years, associated with the changes in the program structure and the addition of the tribal concentration. The State of Washington's Higher Education Coordinating Board (HEC Board) measures graduate student enrollments in state institution using a "Full Time Equivalent" (FTE) standard. A student enrolled in 10 graduate credits per quarter is considered full-time. As indicated in Table 1, when we take into account all the other students we are now serving in the program, our FTEs (average headcount FTEs) are improving over time. We are serving many more students today, as compared to before the changes in the program were implemented (119 students were enrolled in the MPA program in AY 04-05 compared to about 60 students in AY 01-02). In addition, we are serving significantly more undergraduates than we did before we made the program changes.

TABLE 1

| | AY 00.01 | AY 01.02 | AY 02.03 | AY 03.04 | AY 04.05 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| State Goals: Average state- defined FTE* | 47 | 48.5 | 67.1 | 62.4 | 68.3 |
| Average FTE** served by curriculum | 57 | 51.9 | 73.3 | 75.0 | 77.4 |
| # Undergrads in classes (could be double counted) | ? | 5 | 20 | 31 | 27 |
| # MPA students in program/Fall quarter | 65 | 62 | 101 | 104 | 119 |
| # Degrees conferred | 26 | 23 | 27 | 24 | est. 27 |

* state supported MPA students only.

** Includes all students, grad and undergrad, in all program (including contracts); does not include MPA students enrolled in MES electives and undergrad courses.

The HEC Board also sets enrollment goals for state supported graduate programs. The goal for the general MPA cohort is 55 FTEs; the tribal cohort, 25 FTEs. As shown in Table 2, for the general cohort, we are performing at 95% of expectations – the 2.6 average FTE gap represents only 5 more students taking 4 more hours/quarter or a recapturing of waiver students (primarily TESC employees) in order to make them count toward FTE goals.

Tribal numbers are lower (64% of expectations) but this reflects a slower recruitment start up for this cohort. We believe that tribal FTEs will increase with the next cohort in 2006-08. Permanent funding for the program and the addition of a Tribal cohort Associate Coordinator is expected are help tremendously. There is a particular challenge for tribal FTEs as the design of the program (weekend intensives) and the far-flung locations of these students makes it difficult for tribal students to take more than 8 hours/quarter which means that the size of the each cohort will have to be larger than 25 in order to meet state-defined FTEs. Creative scheduling will also help.

TABLE 2

FTE BREAKDOWN FOR AY 04.05

| AY 04.05 | State Defined FTE | Actual FTE* | % State Defined |
|---------------------|--------------------------|--------------------|------------------------|
| | | | |
| Non-tribal students | 55 | 52.4 | 95% |
| Tribal students | 25 | 15.9 | 64% |
| Total | 80 | 68.3 | 85.3% |

*MPA matriculated and special students only; does not include waivers, MES & undergrads

WHAT ARE STUDENTS SAYING ABOUT THE PROGRAM?

We surveyed students in Mary 2005, asking them detailed questions about their perceptions of the program. The resulting student evaluation data show levels of satisfaction with the program. The majority of students (89%) are very or somewhat satisfied with experiences in the program (11% are somewhat or dissatisfied). The majority would recommend the program to others (72% strongly recommend; 27% probably recommend).

Students tell us we are on mission when it comes to following:

- Thinking critically
- Thinking creatively
- Thinking strategically
- Working collaboratively
- Advocating on behalf of the public interest
- Initiating social/organizational change
- Communicating effectively
- Working effectively in organizations
- Gathering and interpreting information

Students also tell us that we need to work on the following aspects of our mission, with regard to translating them into the classroom:

- Advocating for socially just programs and practices
- Implementing socially just programs and practices
- Embracing diversity
- Valuing fairness and equity
- Managing people
- Managing resources
- Working with different sectors

Student feedback on ways to improve the program is consistent with faculty experiences and include:

- Increasing breadth and diversity of perspectives represented in classroom – readings, faculty, and students.
- Improve scheduling and communication about scheduling to students.
- Improve advising.

“I love this program, improve planning of electives, develop strategy for team teaching (work as team).”

high

“The program has given me the unexpected attribute of confidence. You asked nothing about researching, reading or writing. These three attributes have increased tremendously for me.”

their
very

“Don't be afraid to do more TESC style learning just because we're a P.A. graduate program. Be brave.”

the

“I hope this program becomes less self conscious about its liberal/progressive reputation. It's what distinguishes you and it is why I came.”

“I love school/learning. Thank you.”

“Great people - doing great things for community!”

“The MPA-tribal governance is a perfect compliment to my career. The class size for the cohort is good. I also benefit from the class schedule (weekend). I am thankful for the opportunity, despite the workload.”

- Improve team relationships among faculty.
- Improve stability in faculty staffing.

AY 04.05 ACCOMPLISHMENTS – SERVING THE COMMUNITY

One of the goals of the program is to serve the community and to serve as a strong link in the town/gown relationship. We excelled this year in this goal, sponsoring a well-attended symposium in March entitled “The State of the State Worker: Positive Strategies for Organizational Change” and co-sponsoring with MES a spring symposium on scientific and public integrity. We also sponsored a session in January, facilitated by Nita Rinehart, on *Effective Communication with Legislators* that raised money for the MPA scholarship fund.

We are actively working with the new Dean of Extended Education on a model we will pilot in Fall, 2005 which combines symposia and 2 credit short courses for both MPA and extended education students. During AY 04-05 we developed three short courses in conjunction with Extended Education that were cancelled due to low enrollment. After analyzing the experience, we learned significant lessons about how to market such programs and plan to use this information in our future efforts.

As part of our work, MPA faculty make commitments to public service, serving the community and our various academic disciplines through pro bono consulting work, public intellectual activities (invited talks, guest lectures, letters to the editor, etc.), traditional academic scholarship including publications (books and journal articles), acting as referees for peer-reviewed journals, sitting on editorial boards for journals and on various professional committees, and attending conferences. MPA faculty were very busy this past year, continuing to promote our program and our work in our public service activities. Next year, the MPA program is the site host for two international public administration conferences – the Public Administration Theory Network and the annual Public Administration Teaching Conference.

CHALLENGES

Our largest, and most consistent, challenge is to achieve administrative and faculty hiring stability such that we can offer and plan our curriculum consistently and regularly (and communicate this to students) and maintain an active rotation strategy. While this will always be a challenge given the vagaries of faculty scheduling (leaves of absence, sabbaticals, rotation patterns, retirements and resignations, etc), we have enough years of enrollment data to now know what it takes to offer a quality curriculum. Even with a significant increase in headcount, students served, an addition of another cohort (tribal) and an explosive expansion of the curriculum, total faculty lines have only increased by 1.42 since the program changed (5.25 faculty in AY 01-02; 6.67 lines in AY 05-06). There is significant evidence to indicate that the program remains understaffed even at 6.67 lines; more work needs to be done in the next academic year to better understand appropriate staffing levels, including analyzing the Director’s workload as this job had grown far beyond a half-time position.

Hiring another full-time faculty member to teach with the tribal cohort and a full-time Associate Coordinator to work with the tribal track will add additional stability. Still, the loss of faculty member Gail Johnson and our inability to automatically fill her position leaves us with a faculty pool of many visitors, especially for the next academic year.

Our second challenge is to continue to work with administration to determine the best way to “count” student FTEs, to ensure that we meet the state requirements without sacrificing quality.

WHAT'S NEXT?

While the MPA team for AY 05.06 has yet to meet to determine their agenda for the year, there are a few items that are likely to be included:

- 1) Curriculum planning – move toward a two-year plan with faculty making two-year, at a minimum, commitments.
- 2) Continue to work with administration to clarify the program, how it serves students and the college and to continue work toward developing appropriate performance measures.
- 3) Faculty hiring/staffing – continue to work toward a more stable base that will allow students to feel a sense of ease and allows for a continual rotation strategy. Work to increase diversity of faculty. Hire tribal faculty member. Search for and appoint next Coordinator/Director.
- 4) Continue to work to improve relations within the campus community by participating in all-campus events, participating in faculty governance in faculty and planning unit meetings, volunteering to serve for various events, and “educating” our colleagues about what we do.
- 5) Accountability – do we have appropriate accountability processes for faculty and staff?
- 6) Administrative staffing and role clarity – how the Associate Coordinators (Directors) and Coordinator/Director work together and with the staff/faculty team to best deliver our programs. Revisit decision on title of Coordinator/Director. What is right load for Director?
- 7) Governance – policies and procedures for administering two cohorts; make changes to student and faculty handbooks.
- 8) Faculty teamwork – continuing to strengthen the faculty team. Actively support faculty teaching teams.
- 9) Marketing/PR – continue to work to improve our marketing and PR efforts including the bi-annual newsletter, advertising, and our publications.
- 10) Competition/Accreditation – stay aware of potential competition. Investigate the possibility of pursuing NASPAA accreditation, now that UW and Seattle University have been accredited.
- 11) Outreach/Extended Education – work with EE to pilot new models (fall symposia and short course and Winter conferences).
- 12) Budgeting – continue work began in Spring, 05 to decentralize MPA budgets, making the budget more transparent and more accessible to faculty. Clarify relationships between tribal and general budget and clarify how the tribal budget is managed (see #7).
- 13) Address the holes in our curriculum (already addressed in FY 05.06 schedule):
 - a. Specific techniques (management, budgeting, etc.)
 - b. Diversity/multiculturalism
- 14) Build a system to track students/alumni – work with the Development office to improve development opportunities; clarify budgeting processes to ensure MPA gifts (for scholarships, in particular) are tax deductible. Etc.
- 15) Continue work on fund-raising activities.
- 16) Continue to strengthen the relationships with the advisory board and strengthen reliance on board members for assistance in their areas of expertise.
- 17) Profit Center to support program – continue to investigate the possibilities of building for-profit ventures to provide fiscal and other support for the program.

MASTERS IN PUBLIC ADMINISTRATION

-be the change you wish to see in the world

Annual Report Fall, 2007

TESC MPA MISSION

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ENROLLMENT OVERVIEW - GROWTH

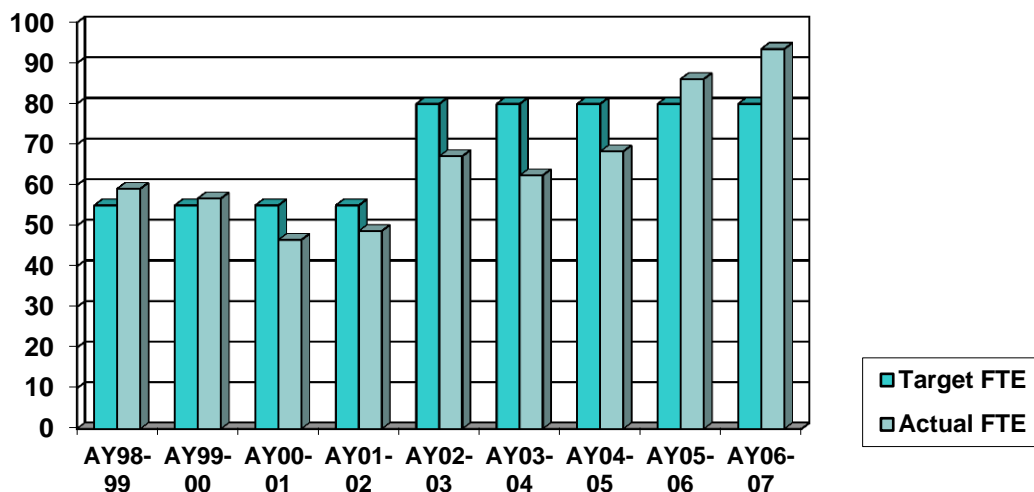
The MPA program at Evergreen was founded in 1980 to meet the needs of the many government workers residing and working in Olympia, Washington. A bit more than 20 years later, the program needed to change in order to meet the increasingly diversified needs of our student population which expanded significantly beyond the state government pool to include local/regional governments, tribal governments and non-profits. In 2002, the program underwent a major redesign, the first since the program was founded.

Research to support the redesign effort indicated that a re-visioning of the program was overdue and students needed more choice and flexibility in their studies. The redesign included significant curriculum changes that make it easier for students to pursue the program at their own pace and the establishment of three concentrations of study: public and nonprofit administration (general studies), public policy; and tribal governance (a separate cohort of students). Our tribal governance MPA is the first of its kind in the country.

In 2006, we partnered with the Master of Environmental Study (MES) program to matriculate the first joint MES/MPA degree students.

Enrollment increased (as did target FTE¹) between academic years (AY) 2001-2002 and when the redesign took effect (2002-2003), yet it wasn't until AY 2005-2006 that the program began to meet or exceed target FTEs. The lag in enrollment growth is partly due to the start-up of the tribal cohort which, in 2006-2007 is almost at target (actual = 21.3 annual average FTE; target = 25 annual average FTE). We expect to meet or exceed tribal cohort targets in the coming academic years.

Figure 1

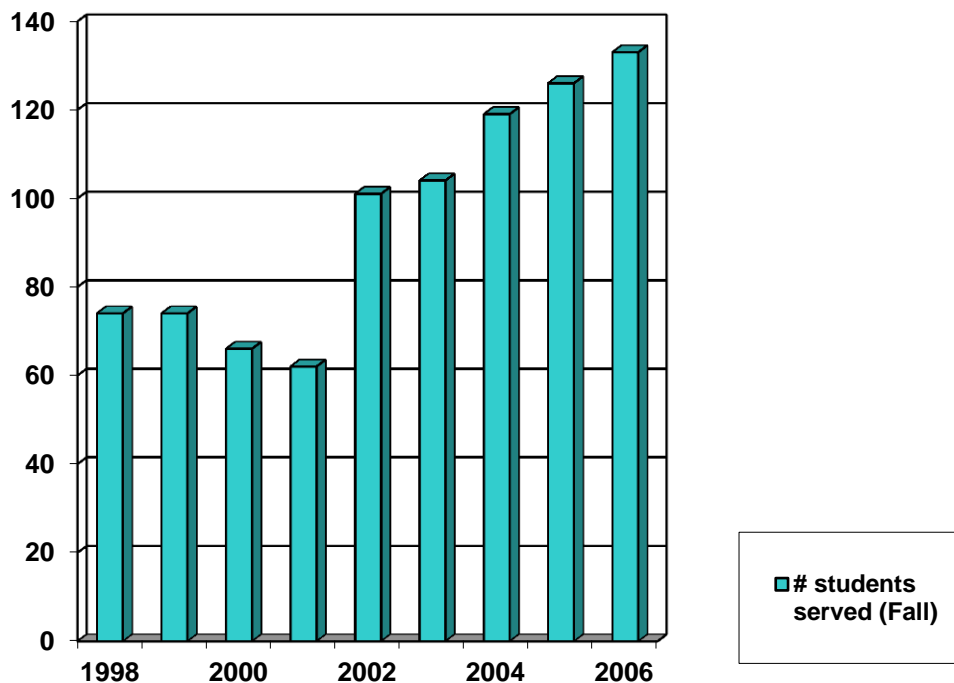


In addition, the MPA program has been successfully serving more students (matriculated MPA students

nts, Graduate Special Students, other graduate students and undergraduates) since Fall, 2002, as can be seen in Figure 2.

¹ The State of Washington's Higher Education Coordinating Board (HEC Board) measures graduate student enrollments in state institution using a "Full Time Equivalent" (FTE) standard. A student enrolled in 10 graduate credits per quarter is considered full-time.

Figure 2



OVERVIEW: PROGRAM OF STUDY

The redesigned MPA program meets the needs of students by giving them greater choice 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 MPA program consists of 60 quarter-credit hours. All students take two years of Core (4 hours/quarter; total = 24 hours), typically with their cohort, and 36 hours of a combination of required and elective classes, depending on their concentration (the Core credit hours will change with the 2008-2009 cohort, when we build economics, previously a prerequisite, into our Core curriculum). All concentrations culminate in a Capstone course or an optional thesis.

The Public and Non-Profit Administration concentration covers the critical elements of administration—budgeting, strategic planning, human resources and information systems, public law, leadership and ethics, multicultural competencies, and more—as well as the unique nature and needs of nonprofit and government organizations.

| Degree Requirements for Public and Non-profit Administration Concentration | |
|--|------------|
| 1 st and 2 nd Year Core | 24 credits |
| Electives | 32 credits |
| Capstone | 4 credits |
| Total Credits | 60 credits |
| Degree Requirements for Public Policy Concentration | |
| 1 st and 2 nd Year Core | 24 credits |
| Foundations of Public Policy | 4 credits |

Students in the Public Policy concentration prepare for, or advance in, positions as policy analysts, budget analysts, or evaluators. Students in this concentration complete two Public Policy Concentration courses (Foundations of Public Policy and Advanced Research Methods), plus one or more elective courses or individual contract in specific policy areas.

| | |
|---------------------------|------------|
| Advanced Research Methods | 4 credits |
| Electives | 24 credits |
| Capstone | 4 credits |
| Total Credits | 60 credits |

The goal of the Tribal Governance concentration is to develop administrators who can assist both tribal governments and the public agencies with which the tribes interact. In order to facilitate participation from tribal students and practitioners from around the state, students in the tribal concentration go through the entire program as a cohort and finish in two years. Courses are taught in an intensive format, meeting four weekend sessions each quarter.

Each academic year, we admit between 45-48 students in the general MPA cohort, with the goal of retaining 38-40 through the second year Core. Every other year we admit a cohort of tribal students (tribal target = 32 students/cohort, yielding 25 tribal FTEs), with the option to admit a small number of tribal students in the interim year (we first exercised this option for the 2007-2008 academic year). Three cohorts have been admitted since the inception of the tribal concentration.

| Degree Requirements for Tribal Governance Concentration | |
|---|------------|
| 1 st and 2 nd Year Core | 26 credits |
| Tribal Concentrations | 20 credits |
| Electives | 10 credits |
| Capstone | 4 credits |
| Total Credits | 60 credits |

Roughly 2/3rds of general cohort students graduate in about two years; almost all tribal students graduate in two years. One third of general students take 3 or 4 years to graduate. Therefore, each year, we serve students from a mix of cohorts: first year students, second year students, tribal students and those who are taking longer to complete their degrees.

In addition to serving students from various MPA cohorts, our electives also serve special students, MES students and undergraduates. However, as enrollments in the MPA program increase, there are fewer spaces available in electives for those other than matriculated MPA students.

PERFORMANCE: ARE WE SERVING STUDENTS?

Enrollment: If enrollment is a measure, we can say with confidence that we are serving students. In the general cohort the last three years we closed admissions in early spring – a stark contrast to years past when admissions stayed open well into September. There appears to be no end in sight to demand for the program and the word seems to be getting out in the region that the TESC MPA is becoming a high demand, regional MPA program.

Student Satisfaction: In May 2005, we began surveying students annually (we also have limited data from a Spring, 2003 survey). As Table 1 indicates, general satisfaction with the program increased from 2003 to 2005, decreased in 2006, and increased again in 2007.

The 2005-2006 academic year was difficult for those in the general cohort 1st year Core and the survey results indicate this. Concentrated and specific efforts to improve the 1st year Core experience were implemented in 2006-2007 as well as efforts to improve the experiences of the 2005-2006 general cohort. Indeed, overall satisfaction for those in this cohort changed from 32% in 2005-2006 to 86% in 2006-2007.

Table 1
Student Satisfaction

| | 2003 | 2005 All cohorts* | 2006 All cohorts* | 2007 All cohorts* |
|---|------|--|---|--|
| Satisfaction with program (combined very satisfied and satisfied) | 52% | 89% | 57% | 94% (42% very satisfied; 52% satisfied) |
| Recommend Program? | 73% | 72% strongly or generally; 27% possibly | 55% strongly or generally; 27% possibly | 89% strongly or generally; 7% possibly |
| Quality of Instruction | | 94% | 72% | 95% |

* % reported = % somewhat + % very satisfied, unless otherwise indicated

Alumni: In 2006-2007 we also surveyed alumni (a student 2nd Year Core research project). One hundred alumni responded to the on-line survey. The majority of the respondents are recent graduates (those for whom we have active email accounts), although there were enough respondents who graduated before 2001 to pick up significant differences, on some questions, between groups, another indicator that the MPA program has improved since the redesign.

Alumni generally agree that the MPA program is helpful to their career and most would recommend the program to others. On a scale of 1-7, the average “helpful to your career” rating for alumni who graduated before 2001 was 4.92; for all alumni, the average rating was 5.92 (a statistically significant difference). In addition, all alumni are slightly more likely to recommend the program (average=6.02) than those who graduated before 2001 (average=5.69).

ARE WE MEETING OUR MISSION?

The MPA faculty adopted the current mission beginning in the Fall of 2006. Because the mission has subtly changed and we’ve measured mission accomplishment differently in annual surveys, we do not have comparative data on mission accomplishment.

In 2007 we asked students to tell us the extent to which their capabilities have been enhanced, due to their work in the MPA program, in our primary mission areas. Most students indicated that their capabilities in mission-related areas have been enhanced to a great or moderate extent. Consistent with past patterns, program strengths seem to be in delivering in the following mission areas (as measured by 85% or more responding either “great” or “moderate”):

- Thinking critically (95% responding “great” or “moderate”)
- Communicating effectively (90% “great” or “moderate”)
- Working collaboratively (90% “great” or “moderate”)
- Thinking creatively (87% “great” or “moderate”)
- Advocating for the public (85% “great” or “moderate”)

While the following mission areas still have a large majority indicating “great” or “moderate,” there is room for improvement in delivering on these mission elements:

- Imagining new possibilities (81% “great” or “moderate”)
- Accomplishing positive change (80% “great” or “moderate”)
- Value fairness and equity (80% either “great” or “moderate”)
- Embracing diversity (74% “great” or “moderate”)

Alumni data are consistent with student evaluation data in indicating that the program is teaching teamwork/collaboration, critical thinking, communication and analytical skills.

While alumni were not asked mission-directed questions, they did tell us what they needed from their MPA program but didn't get (knowledge/skills/abilities-based responses). The most frequent responses from alumni were financial management/budget and personnel/HR management skills, consistent with feedback from students.

PERFORMANCE: PUBLIC SERVICE

MPA faculty and staff, in addition to their teaching and MPA governance/administration duties, also participate in public service activities, making significant contributions to our scholarly and regional communities. Several faculty members are active members of scholarly communities and attended conferences/presented papers on MPA-related topics. Faculty members are working on publications and published papers/chapters in journals and texts. Our faculty members serve the profession by acting as peer reviewers for journals and publishers as well as serving on journal editorial boards. Several faculty members serve in leadership roles on boards of local nonprofits: our Assistant Director – Tribal, served in a leadership role on the Board of Directors of the Chugach Alaskan Native Corporation; Member of the Faculty Larry Geri served as Board President of United Way of Thurston County. We held several major events including a Tribal Taxation Symposium (yielding a proceedings publication which is being prepared by Bruce Davies, Member of the Faculty) and our annual Working with Legislators training session (facilitated by visiting faculty members, Nita Rinehart and Russ Lehman). Most faculty members are involved in community-based, pro-bono work to support regional agencies and organizations.

WHAT'S NEXT?

Now that we have a structure that seems to work for students, the faculty agreed it is time to turn our attention to ensuring the curriculum meets our mission and that we are teaching, with room for variance, a curriculum that reflects national and regional expectations of an MPA degree. To this end, much of AY2007-2008 MPA faculty governance will be focused on this. We also need to address the variability in curricular consistencies that can result from a program that is staffed by a faculty that rotates in and out of the program. In addition, as we continue to grow (we serve twice as many students today as we did 5 years ago), we need to ask ourselves about the limits to our growth – at what point will we become too large to sustain a cohort-based, interdisciplinary, team-taught MPA? Finally, we need to continue to ask the question staff and administrators have been working on for a few years: “what does it take, irrespective of FTEs, to staff (faculty and administration) a quality MPA program?”

MASTER OF PUBLIC ADMINISTRATION (MPA)

-be the change you wish to see in the world

Bi-Annual Report AY08-09 & AY09-10

Summer, 2010

TESC MPA MISSION

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The MPA program at Evergreen was founded in 1980 to meet the needs of the many government workers residing and working in Olympia, Washington. A bit more than 20 years later, the program needed to change in order to meet the increasingly diversified needs of our student population which expanded significantly beyond the state government pool to include local/regional governments, tribal governments and non-profits. In 2002, the program underwent a major redesign, the first since the program was founded.

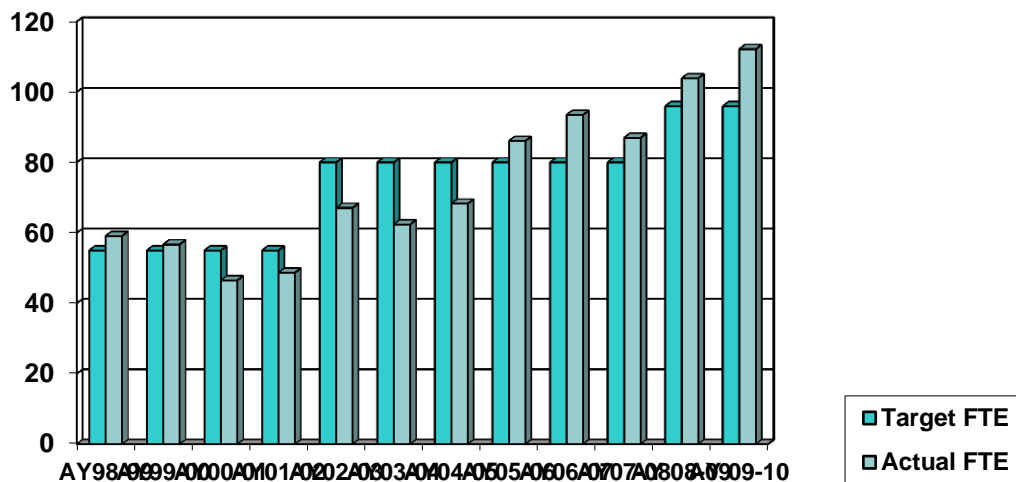
Research to support the redesign effort indicated that a re-visioning of the program was overdue and students needed more choice and flexibility in their studies. The redesign included significant curriculum changes that make it easier for students to pursue the program at their own pace and the establishment of three concentrations of study: public and nonprofit administration (general studies), public policy; and tribal governance (a separate cohort of students). Our tribal governance MPA is the first of its kind in the country.

In 2006, we partnered with the Master of Environmental Study (MES) program to matriculate the first joint MES/MPA degree students.

In AY2009-2010 we rolled out the second stage of significant redesign by extending the credit hours in Core classes and slightly revising Core offerings, based upon alumni input (we needed a budget/finance/policy Core offering). The 09-10 General Cohort was the first cohort under the new model; in AY10-11, all students will be matriculated under the new model (more detail in next section)

Enrollment increased (as did target FTE²) between academic years (AY) 2001-2002 and when the redesign took effect (2002-2003), yet it wasn't until AY 2005-2006 that the program began to meet or exceed target FTEs. As can be seen in Figure 1, we have exceeded targeted FTE since AY05-06; this is especially true AY08-09 and AY09-10 (even with target FTEs increasing; Beginning in Fall 2008, 2-credit short-course electives were moved into MPA curriculum from Extended Education).

Figure 1
Annual Target/Actual FTE



² The State of Washington's Higher Education Coordinating Board (HEC Board) measures graduate student enrollments in state institution using a "Full Time Equivalent" (FTE) standard. A student enrolled in 10 graduate credits per quarter is considered full-time.

In addition, the MPA program has been successively serving more students (matriculated MPA students, Graduate Special Students, other graduate students and undergraduates) since Fall, 2002, as can be seen in Figure 2.

Figure 2
Fall Headcount

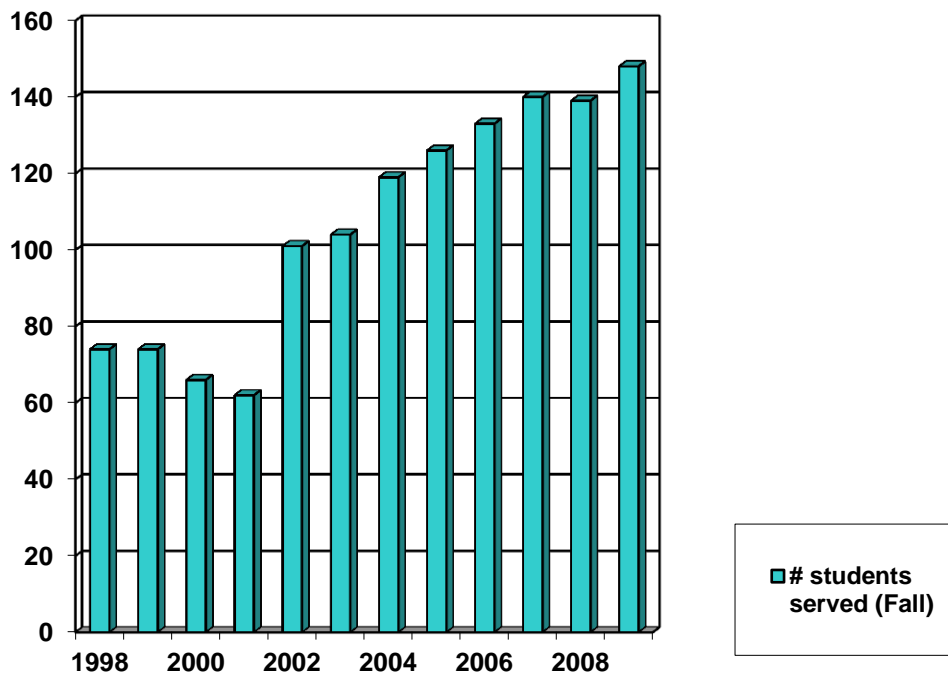
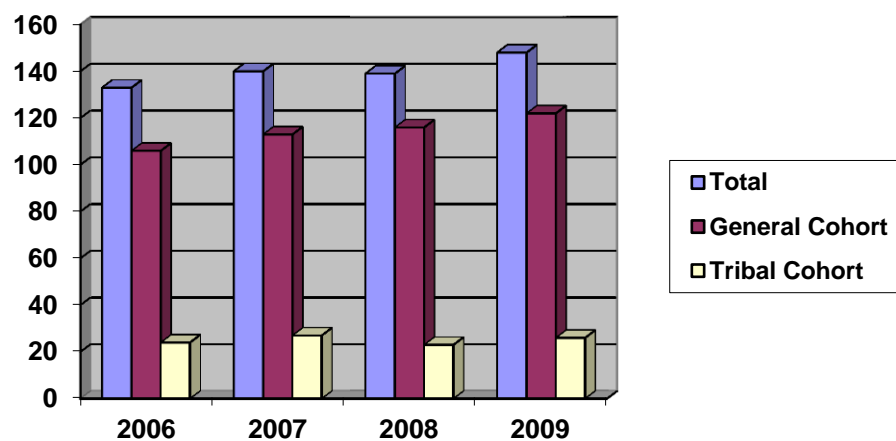


Figure 3 shows Fall Headcount broken down by cohort, General and Tribal. As can be seen, Tribal Cohort size remains fairly stable across the four years, between 23-27 students.

Figure 3
Fall Headcount by Cohort



OVERVIEW: PROGRAM OF STUDY

The redesigned MPA program appears to meet the needs of students by giving them greater choice 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.

In AY 2008-2009, we rolled out the last step of the redesign, changed the credit hours for Core programs from 4 to 6 credits, combined some Core topics and expanded the offerings in finance/budget and policy by creating a new Core course. We also incorporated Capstone into the Core sequence.

The Core sequence for all students is as follows:

| | Fall | Winter | Spring |
|--------------------|---|--|--|
| First Year | The Context of Public Administration | Doing Democratic Public Administration | Budget, Finance and Policy for Public Administration |
| Second Year | Analytical Techniques for Public Administration I | Analytical Techniques for Public Administration II | Capstone |

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.

The Public and Non-Profit Administration concentration covers the critical elements of administration—budgeting, strategic planning, human resources and information systems, public law, leadership and ethics, multicultural competencies, and more—as well as the unique nature and needs of nonprofit and government organizations.

Students in the Public Policy concentration prepare for, or advance in, positions as policy analysts, budget analysts, or evaluators. Students in this concentration complete two Public Policy Concentration courses (Foundations of Public Policy and Advanced Research Methods), plus one or more elective courses or individual contract in specific policy areas.

The goal of the Tribal Governance concentration is to develop administrators who can assist both tribal governments and the public agencies with which the tribes interact. In order to facilitate participation from tribal students and practitioners from around the state, students in the tribal concentration go through the entire program as a cohort and finish in two years. Courses are taught in an intensive format, meeting four weekend sessions each quarter.

| Degree Requirements for Public and Non-profit Administration Concentration | |
|---|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Electives | 28 credits |
| Total Credits | 60 credits |

| Degree Requirements for Public Policy Concentration | |
|--|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Foundations of Public Policy | 4 credits |
| Advanced Research Methods | 4 credits |
| Electives | 20 credits |
| Total Credits | 60 credits |

| Degree Requirements for Tribal Governance Concentration | |
|--|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Tribal Concentrations | 20 credits |
| Electives | 8 credits |
| Total Credits | 60 credits |

Each academic year, we typically admit between 50-55 students in the general MPA cohort, with the goal of retaining 45-48 through the second year Core. Every other year we admit a cohort of tribal students (tribal target = 32 students/cohort, yielding 25 tribal FTEs), with the option to admit a small number of tribal students in the interim year (we first exercised this option for the 2007-2008 academic year). Three cohorts have been admitted since the inception of the tribal concentration.

Roughly 2/3rds of general cohort students graduate in about two years; almost all tribal students graduate in two years. One third of general students take 3 or 4 years to graduate. Therefore, each year, we serve students from a mix of cohorts: first year students, second year students, tribal students and those who are taking longer to complete their degrees.

In addition to serving students from various MPA cohorts, our electives also serve special students, MES students and undergraduates. However, as enrollments in the MPA program increase, there are fewer spaces available in electives for those other than matriculated MPA students.

PERFORMANCE: ARE WE SERVING STUDENTS?

Enrollment: If enrollment is a measure, we can say with confidence that we are serving students. In the general cohort we've closed admissions in early spring for the last four years – a stark contrast to years past when admissions stayed open well into September. There appears to be no end in sight to demand for the program and the word seems to be getting out in the region that the TESC MPA is becoming a high demand, regional MPA program.

Student Satisfaction: In May 2005, we began regularly surveying students (we have some limited data from 2003). For the most part, our annual surveys are a census of all students registered in the Spring quarter and our response rates are usually over 90%. In AY09-10 we began using an online data gathering method and response rate dipped only a bit.

As indicated in Table 1, satisfaction with the program increased over time, with some variation reflecting yearly differences in teaching teams and program content as well as cohort vagaries. For the past three years, indicators have leveled off and dropped slightly.

Table 1
Student Satisfaction Indicators

| | 2003 | 2005 All cohorts | 2006 All cohorts | 2007 All cohorts | 2008 All cohorts | 2009 All cohorts | 2010 All cohorts |
|---|------|---|---|---|---|---|---|
| Satisfaction with program (combined very satisfied and satisfied) | 52% | 89% | 57% | 94% (42% very satisfied; 52% satisfied) | 86% (36% very satisfied; 51% satisfied) | 87% 27% very satisfied; 60% satisfied) | 84% (40% very satisfied; 44% satisfied) |
| Recommend Program? | 73% | 72% strongly or generally; 27% possibly | 55% strongly or generally; 27% possibly | 89% strongly or generally; 7% possibly | 84% strongly or generally; 15% possibly | 83% Strongly or generally; 14% possibly | 80% Strongly or generally; 16% possibly |
| Quality of Instruction (combined very satisfied and satisfied) | | 94% | 72% | 95% | 90% (50% very satisfied, 41% somewhat) | 81% (43% very satisfied; 38% somewhat) | 90% (46% very satisfied; 44% satisfied) |
| Program Meets Learning | | | | | 87% (46% great extent; 41% moderate) | 89% (43% great extent; 49%) | 86% (46% great extent; 40% moderate) |

| | | | | | | | |
|--|--|--|--|--|---------|------------------|---------|
| Goals (combined great and moderate extent) | | | | | extent) | moderate extent) | extent) |
|--|--|--|--|--|---------|------------------|---------|

ARE WE MEETING OUR MISSION?

The MPA faculty adopted the current mission beginning in the Fall of 2006. Because the mission has subtly changed and we've measured mission accomplishment differently in annual surveys, we only have comparative data on mission accomplishment starting in the Spring of 2007.

We ask students to tell us the extent to which their capabilities have been enhanced, due to their work in the MPA program, in our primary mission areas, as indicated in Table 3. Most students indicated that their capabilities in mission-related areas have been enhanced to a great or moderate extent.

For the years of this bi-annual report, while all most measures have decreased slightly, the program appears to be strongly delivering on mission when it comes to critical thinking, communicating effectively and working collaboratively and mostly delivering on mission when it comes to advocating on behalf of the public and imagining new possibilities. And, while over 70% of the students who responded indicate that the program is enhancing their capabilities in these areas, improvement could be pursued in: thinking creatively, embracing diversity, valuing fairness and equity and accomplishing positive change.

Table 2
Extent MPA Program Enhancing Student Capabilities in Mission-Specific Areas

| | 2007* | 2008* | 2009* | 2010* |
|-------------------------------------|--------------|--------------|--------------|--------------|
| Think Critically | 95% | 90% | 91% | 92% |
| Think Creatively | 87% | 81% | 79% | 75% |
| Communicate Effectively | 90% | 85% | 82% | 91% |
| Work Collaboratively | 90% | 87% | 80% | 89% |
| Embrace Diversity | 74% | 73% | 74% | 73% |
| Value Fairness & Equity | 80% | 74% | 78% | 78% |
| Advocate on Behalf of Public | 85% | 86% | 78% | 81% |
| Imagine New Possibilities | 81% | 84% | 79% | 81% |
| Accomplish Positive Change | 80% | 88% | 74% | 75% |

* % responding "great" or "moderate" extent

PERFORMANCE: PUBLIC SERVICE

MPA faculty and staff, in addition to their teaching and MPA governance/administration duties, also participate in public service activities, making significant contributions to our scholarly and regional communities. Several faculty members are active members of scholarly communities and attended conferences/presented papers on MPA-related topics. Faculty members are working on books and other publications and published papers/chapters in journals and texts. Our faculty members also serve the profession by acting as peer reviewers for journals and publishers as well as serving on journal editorial boards. Several faculty members serve in leadership roles on boards of local nonprofits. Most faculty members are involved in community-based, pro-bono work to support regional agencies and organizations.

In AY 09-10, MPA faculty made many significant contributions:

- Four MPA faculty members are working on books:

- **Larry Geri**, working with sometime Adjunct Faculty Member David McNabb, is writing a book on energy policy, to be published by M.E. Sharpe in 2011.
- **Amy Gould** is working on a book on trust in government.
- **Cheryl Simrell King** is working on another edition of *Government is Us*, to be published by M.E. Sharpe in 2011.
- **Alan Parker**, with undergraduate faculty member Zoltan Grossman, is working on a book on the impact of climate change on Pacific Rim indigenous groups, to be published by Oregon State University Press in 2011.
- **Amy Gould** is working on several papers for publication, has a forthcoming book review in the *Social Science Journal* and continues to work on a guide for conducting culturally competent research for the *Social Science Journal*.
- **Larry Geri** continues his work with United Way of Thurston County as a member of the Board of Directors.
- **Cheryl Simrell King** was the plenary speaker at the annual Teaching Public Administration Conference held in Grand Rapids, Michigan.
- An interview on citizen engagement, with **Cheryl Simrell King**, was published in the March/April edition of the Association of Washington's Cities (AWC) *Cityvision Magazine*. In addition, King teamed up with Stuart Elway to talk about citizen engagement with mayors from across the state of Washington at an AWC legislative event for mayors and city managers. She was also invited to submit an essay for an ICMA (International City/County Management Association) white paper on citizen engagement.
- **Cheryl Simrell King** continues her work as a peer reviewer for several public administration journals and publishers, serves on the Editorial Board of several journals and serves on the Board of Directors of the Evergreen Chapter of the American Society of Public Administration (ASPA).
- **Alan Parker** continued his work with regional and national tribal organizations to support national legislation to establish a tribal development bank. He was one of two to testify to the Senate Committee on Indian Affairs in April and expects to testify to the House committee by the end of July.
- **Alan Parker** and incoming MPA Faculty Member **John Gates** have developed an analysis, for the Obama Administration, of the impact on U.S. Tribes if the U.S. were to adopt the UN Declaration of Indigenous People's Rights. They presented a paper on the analysis at the mid-year conference of the National Congress of American Indians (NCAI).
- **Alan Parker** was honored last October by the Coastal Margin Observation & Prediction's (CMOP) as the recipient of their first leadership award. The Director of COMP said: "Alan's achievements are important for all of us to further the discussion on oceans, climate and human health in the Pacific Northwest and around the world."
- **Linda Moon Stumpff** worked on Indian education curriculum development research with two major grants, a Lumina Grant and an National Science Foundation Grant.
- **Linda Moon Stumpff** is a reviewer for National Science Foundation Grants and continues her work as a sub-editor for the journal, *Environmental Practice*.
- As part of her Fall, 2009 sabbatical, **Linda Moon Stumpff** wrote and presented two papers on the Indigenous Peoples and Protected Areas Under Climate Change for the World Wilderness Conference. On the last day of the conference, the entire body passed a resolution, written by Linda on the need to recognize indigenous people as part of protected areas conservation.
- Faculty member rotating in from the undergraduate program, **Nelson Pizarro**, worked with student groups on strategic plans for four organizations: Habitat for Humanity; KAOS radio, the Center for Community Based Learning at Evergreen and the Olympia-based Children's Museum.

WHAT'S NEXT FOR AY2010-2011?

The MPA Program has a new director in AY2010-2011, Lee Lyttle. Cheryl Simrell King is stepping back into a regular faculty position after four years as Director.

Given there is new leadership, enrollments are strong, and we've introduced yet another redesign to the program, it's time to step back and let the program be for a while. A few years without tinkering with the program to see the effects of changes are needed. Our new Director intends to spend his first year learning the ropes and getting settled before any new initiatives are pursued.

There are a few initiatives languishing and needing attention: we made a commitment a few years back to come up with a Core Competencies statement (how do we define the program in terms of core competencies; what will students receive from the program; what do we agree to teach in Core courses) and this work needs to be taken to the next step. We need to revisit and revise our thesis policies and guidelines. We need to update our website and extend program marketing and promotion into social media outlets.

Thanks to successful hiring processes, we have two new MPA faculty members joining the team in AY10-11 bringing us closer to a stable and full faculty (we need one additional faculty member to complete our unit, even accounting for one potential retirement – addition retirements will require additional replacements). More continuing faculty members means a more stable rotation plan and limits the use of adjuncts to 2-credit electives, which should lead to more stability in our program offerings and in student satisfaction.

MASTER OF PUBLIC ADMINISTRATION (MPA)

-be the change you wish to see in the world

Annual Report 2011

Summer, 2011

TESC MPA MISSION

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service.

We:

- *think* critically and creatively;
- *communicate* effectively;
- *work* collaboratively;
- *embrace* diversity;
- *value* fairness and equity;
- *advocate* powerfully on behalf of the public;
- and
- *imagine* new possibilities and accomplish positive change in our workplaces and in our communities.

ENROLLMENT OVERVIEW - GROWTH

The MPA program at Evergreen was founded in 1980 to meet the needs of the many government workers residing and working in Olympia, Washington. A bit more than 20 years later, the program needed to change in order to meet the increasingly diversified needs of our student population which expanded significantly beyond the state government pool to include local/regional governments, tribal governments and non-profits. In 2002, the program underwent a major redesign, the first since the program was founded.

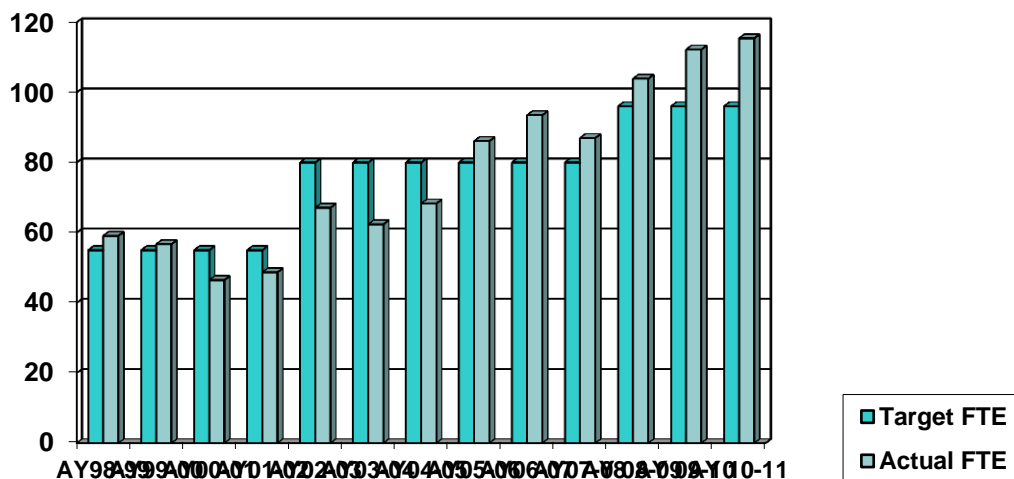
Research to support the redesign effort indicated that a re-visioning of the program was overdue and students needed more choice and flexibility in their studies. The redesign included significant curriculum changes that make it easier for students to pursue the program at their own pace and the establishment of three concentrations of study: public and nonprofit administration (general studies), public policy; and tribal governance (a separate cohort of students). Our tribal governance MPA is the first of its kind in the country.

In 2006, we partnered with the Master of Environmental Study (MES) program to matriculate the first joint MES/MPA degree students. Unfortunately, the joint MES/MPA degree never attracted a sufficient number of students and it was suspended this year.

In AY2009-2010 we rolled out the second stage of significant redesign by extending the credit hours in Core classes and slightly revising Core offerings, based upon alumni input (we needed a budget/finance/policy Core offering). The 09-10 General Cohort was the first cohort under the new model; in AY10-11, all students will be matriculated under the new model (more detail in next section)

Enrollment steadily increased (as did target FTE³) between academic years (AY) 2001-2002 and when the redesign took effect (2002-2003), yet it wasn't until AY 2005-2006 that the program began to meet or exceed target FTEs. As can be seen in Figure 1, we have exceeded targeted FTE since AY05-06; this is especially true in the AY08-09, AY09-10, and AY10-11 years even with target FTEs increasing. This includes our 2-credit short-course electives.

Figure 1
Annual Target/Actual FTE



³ The State of Washington's Higher Education Coordinating Board (HEC Board) measures graduate student enrollments in state institution using a "Full Time Equivalent" (FTE) standard. A student enrolled in 10 graduate credits per quarter is considered full-time.

In addition, the MPA program has been successively serving more students (matriculated MPA students, Graduate Special Students, other graduate students and undergraduates) since Fall, 2002, as can be seen in Figure 2.

Figure 2
Fall Headcount

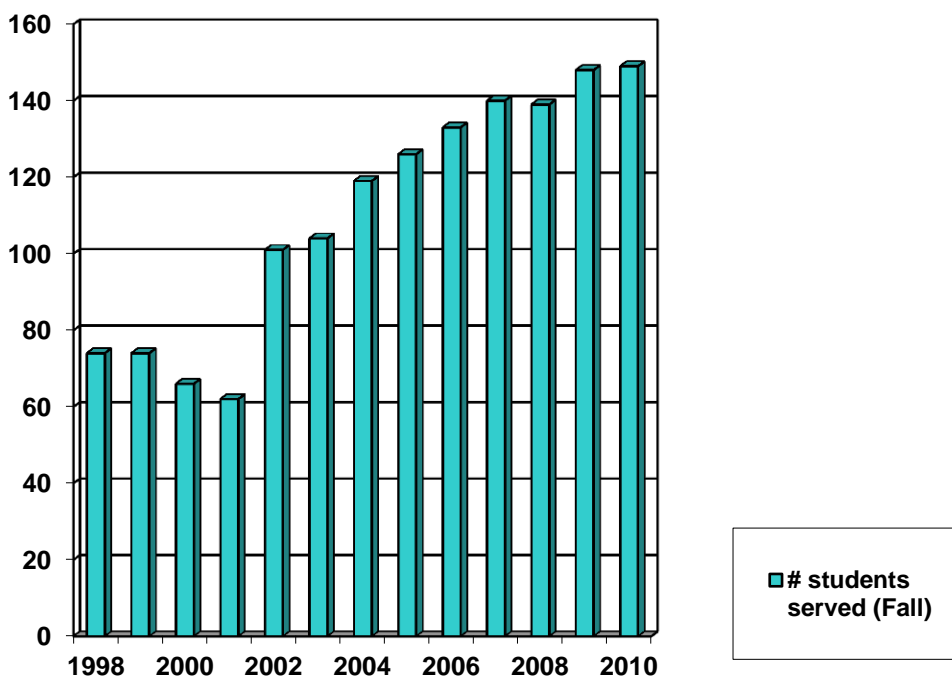
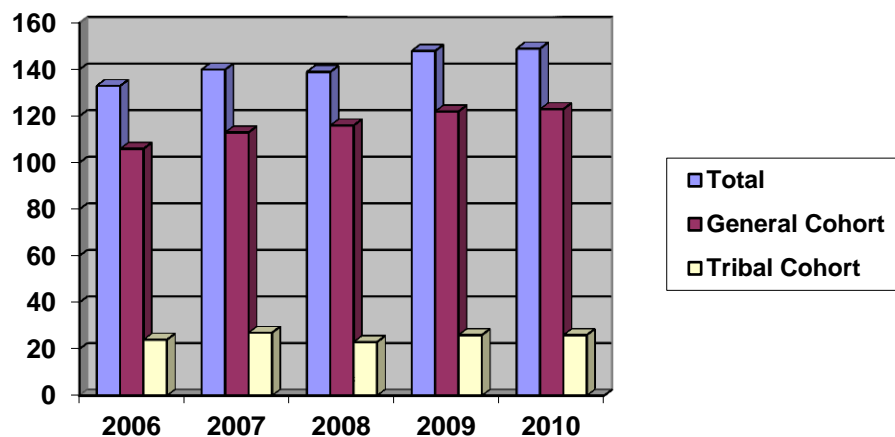


Figure 3 shows Fall Headcount broken down by cohort, General and Tribal. As can be seen, Tribal Cohort size remains fairly stable across the four years, between 23-27 students.

Figure 3
Fall Headcount by Cohort



OVERVIEW: PROGRAM OF STUDY

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.

The Core sequence for all students is as follows:

| | Fall | Winter | Spring |
|--------------------|---|--|---|
| First Year | The Context of Public Administration | Doing Democratic Public Administration | Policy, Finance & Budgeting for Public Administration |
| Second Year | Analytical Techniques for Public Administration I | Analytical Techniques for Public Administration II | Capstone |

The redesigned MPA program continues to meet the needs of students by giving them greater choice 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 move to 6 credit hour Core programs from 4 combined some Core topics plus the expanded offerings in finance/budget and policy appears to be accomplishing what it was intended to do. The faculty teaching Core continues to explore new and expanded content area. While the incorporation of Capstone into the Core sequence has created certain challenges, the Capstone faculty has and will continue to experiment with various content strategies to expand the potential benefits of this move.

The Public and Non-Profit Administration concentration covers the critical elements of administration—budgeting, strategic planning, human resources and information systems, public law, leadership and ethics, multicultural competencies, and more. The arrival of faculty member Doreen Swetkis is addressing the unique nature and needs of nonprofit organizations.

| Degree Requirements for Public and Non-profit Administration Concentration | |
|---|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Electives | 28 credits |
| Total Credits | 60 credits |

Students in the Public Policy concentration prepare for, or advance in, positions as policy analysts, budget analysts, or evaluators. Students in this concentration complete two Public Policy Concentration courses (Foundations of Public Policy and Advanced Research Methods), plus one or more elective courses or individual contract in specific policy areas.

| Degree Requirements for Public Policy Concentration | |
|--|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Foundations of Public Policy | 4 credits |
| Advanced Research Methods | 4 credits |
| Electives | 20 credits |
| Degree Requirements for Tribal Governance Concentration | |
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Tribal Concentrations | 20 credits |

The Tribal Governance concentration develops administrators who can assist both tribal governments and the public agencies with which the tribes interact. In order to facilitate participation from tribal students and practitioners from around the state, students in the tribal concentration go through the entire program as a cohort and finish in two years. Courses are taught in an intensive format, meeting four weekend sessions each quarter. The arrival of Native American faculty member and attorney John Gates is strengthening the exploration of tribal legal issues.

| | |
|---------------|------------|
| Electives | 8 credits |
| Total Credits | 60 credits |

Each academic year, we typically admit between 50-55 students in the general MPA cohort, with the goal of retaining 45-48 through the second year Core. Every other year we admit a cohort of tribal students (tribal target = 32 students/cohort, yielding 25 tribal FTEs), with the option to admit a small number of tribal students in the interim year. We first exercised this option of admitting 'Inter-year Tribal Students' for the 2007- 2008 academic year. Three cohorts have been admitted since the inception of the tribal concentration.

Roughly 2/3rds of general cohort students graduate in about two years; almost all tribal students graduate in two years. One third of general students take 3 or 4 years to graduate. Therefore, each year, we serve students from a mix of cohorts: first year students, second year students, tribal students and those who are taking longer to complete their degrees.

In addition to serving students from various MPA cohorts, our electives also serve special students, MES students and undergraduates. However, as enrollments in the MPA program increase, there are fewer spaces available in electives for those other than matriculated MPA students. This year we also offered a broader range of electives to help meet student demand.

Even though, as mentioned earlier in this report, we cancelled the joint MES/MPA degree program, we continue to support the one or two remaining students who are currently pursuing this option.

PERFORMANCE: ARE WE SERVING STUDENTS?

Enrollment: If enrollment is a measure, then the word is spreading that the program serves students well. The TESC MPA is becoming a high demand, regional MPA program. In the general cohort we've closed admissions in early spring for the last five years – a stark contrast to years past when admissions stayed open well into September. We also have the largest number in our history of inter-year tribal concentration students (students admitted between the biennial admissions period). There appears to be no end in sight to demand for the program.

Student Satisfaction: In May 2005, we began regularly surveying students (we have some limited data from 2003). For the most part, our annual surveys are a census of all students registered in the spring quarter and our response rates are usually over 90%. In AY09-10 we began using an online data gathering method and response rate dipped only a bit.

Table 1
Student Satisfaction Indicators

| | 2003 | 2005 All cohorts | 2006 All cohorts | 2007 All cohorts | 2008 All cohorts | 2009 All cohorts | 2010 All cohorts | 2011 All cohorts |
|---|-------------|---|---|---|---|---|---|---|
| Satisfaction with program (combined very satisfied and satisfied) | 52% | 89% | 57% | 94% (42% very satisfied; 52% satisfied) | 86% (36% very satisfied; 51% satisfied) | 87% 27% very satisfied; 60% satisfied) | 84% (40% very satisfied; 44% satisfied) | 78% (35% very satisfied; 43% satisfied) |
| Recommend Program? | 73% | 72% strongly or generally; 27% possibly | 55% strongly or generally; 27% possibly | 89% strongly or generally; 7% possibly | 84% strongly or generally; 15% possibly | 83% Strongly or generally; 14% possibly | 80% Strongly or generally; 16% possibly | 77% Strongly or generally; 15% possibly |
| Quality of Instruction (combined very satisfied and satisfied) | | 94% | 72% | 95% | 90% (50% very satisfied, 41% somewhat) | 81% (43% very satisfied; 38% somewhat) | 90% (46% very satisfied; 44% satisfied) | 82% (42% very satisfied; 40% satisfied) |
| Program Meets Learning Goals (combined great and moderate extent) | | | | | 87% (46% great extent; 41% moderate extent) | 89% (43% great extent; 49% moderate extent) | 86% (46% great extent; 40% moderate extent) | 80% (37% great extent; 43% moderate extent) |

As indicated in Table 1, satisfaction with the program has generally increased over time, with some variation reflecting yearly differences in teaching teams and program content as well as cohort vagaries. For the past three years, indicators have leveled off and dropped slightly. Comments from students indicate that dissatisfaction stems from new faculty adjusting into the MPA program coupled with transition issues from the 4 to 6 credit curriculum. We expect these issues to diminish this coming year as the transition of both faculty and program changes end.

ARE WE MEETING OUR MISSION?

The MPA faculty adopted the current mission beginning in the Fall of 2006. Because the mission has subtly changed and we've measured mission accomplishment differently in annual surveys, we only have comparative data on mission accomplishment starting in the Spring of 2007.

We ask students to tell us the extent to which their capabilities have been enhanced, due to their work in the MPA program, in our primary mission areas, as indicated in Table 2. Most students indicated that their capabilities in mission-related areas have been enhanced to a great or moderate extent.

For the years of this annual report, while all most measures have decreased slightly, the program appears to be strongly delivering on mission when it comes to critical thinking, communicating effectively and working collaboratively and mostly delivering on mission when it comes to advocating on behalf of the public and imagining new possibilities. Further, while over 70% of the students who responded indicate that the program is enhancing their capabilities in these areas, steady but significant progress have been made: thinking creatively, embracing diversity, valuing fairness and equity and accomplishing positive change.

Table 2
Extent MPA Program Enhancing Student Capabilities in Mission-Specific Areas

| | 2007* | 2008* | 2009* | 2010* | 2011* |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Think Critically | 95% | 90% | 91% | 92% | 91% |
| Think Creatively | 87% | 81% | 79% | 75% | 78% |
| Communicate Effectively | 90% | 85% | 82% | 91% | 84% |
| Work Collaboratively | 90% | 87% | 80% | 89% | 88% |
| Embrace Diversity | 74% | 73% | 74% | 73% | 78% |
| Value Fairness & Equity | 80% | 74% | 78% | 78% | 86% |
| Advocate on Behalf of Public | 85% | 86% | 78% | 81% | 84% |
| Imagine New Possibilities | 81% | 84% | 79% | 81% | 80% |
| Accomplish Positive Change | 80% | 88% | 74% | 75% | 81% |

* % responding "great" or "moderate" extent

PERFORMANCE: PUBLIC SERVICE

MPA faculty and staff, in addition to their teaching and MPA governance/administration duties, also participate in public service activities, making significant contributions to our scholarly and regional communities. Several faculty members are active members of scholarly communities and attended conferences/presented papers on MPA-related topics. Faculty members are working on books and other publications and published papers/chapters in journals and texts. Our faculty members also serve the profession by acting as peer reviewers for journals and publishers as well as serving on journal editorial boards. Several faculty members serve in leadership roles on boards of local nonprofits. Most faculty members are involved in community-based, pro-bono work to support regional agencies and organizations.

In AY10-11, MPA faculty made many significant contributions:

- Four MPA faculty members are either working on or have just completed books:

- **Larry Geri**, 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 in 2011.
- **Amy Gould** is continuing to work on a book on trust in government which she hope to complete during the sabbatical that she will be on this year.
- **Cheryl Simrell King** has completed another edition of *Government is Us, 2.0* published by ME Sharpe in April, 2011 (serve as editor and contributor: <http://www.mesharpe.com/mall/resultsa.asp?Title=Government+Is+Us+2.0>).
- **Alan Parker**, with undergraduate faculty member Zoltan Grossman, is working on a book on the impact of climate change on Pacific Rim indigenous groups, to be published by Oregon State University Press in the Spring 2012.
- **Amy Gould** is working on several papers for publication, has a forthcoming book review in the *Social Science Journal* and continues to work on a guide for conducting culturally competent research for the *Social Science Journal*.
- **Larry Geri** continues his work with United Way of Thurston County as a member of the Board of Directors.
- **Cheryl Simrell King** taught an undergraduate program in Fall, 2010 and was on sabbatical Winter/Spring, 2011. Public service activities for the year include:
 - Two manuscripts soon to be submitted to peer review journals, another manuscript in progress and working toward what will come of the three month trip across the US, talking with people about government (see blog at: <http://americancrossings.blogspot.com/>).
 - Served on the Board of the Evergreen chapter of American Society of Public Administration (ASPA) (final year of term).
 - Serve as a peer-reviewer for P.A. journals and publishers (review, on average, 2-3 manuscripts/month).
 - Joined the new editorial team of the journal *Administrative Theory and Praxis* as editor of the "Stories of Theory and Practice" section of the journal.
 - Continues to do pro-bono consulting work with the Association of Washington Cities (AWC) on their citizen engagement initiatives.
 - Invited to the Kettering Foundation (<http://www.kettering.org/>) for a research meeting on citizen engagement in public administration (May, 2011)
 - Presented at the annual Public Administration Theory Conference in Norfolk, VA (May, 2011).
- **Alan Parker** continued his work with regional and national tribal organizations to support national legislation to establish a tribal development bank.
 - He was one of two to testify to the Senate Committee on Indian Affairs in April and expects to testify to the House committee by the end of July.
 - Participated in Affiliated Tribes of Northwest Indians business meetings on Tribal Court Jurisdiction. In Jan 2010, I accompanied three students who were just admitted to our MPA Tribal Cohort to the Jan 2010 ATNI meeting that took place in Portland. Two students, Lena Hammonds and Lorna Unsel, presented a power point on the threat to Tribal Sovereignty rights in the *Plains Commerce Bank vs Cheyenne River Sioux Tribe*, July 2008 decision of the US Supreme Court. Briefly, the Court concluded that the Bank was not required to submit to the jurisdiction of the Tribal Court in the lawsuit against the Long Family Cattle Company, a business owned and operated by tribal members who took out a loan in Eagle Butte, S Dak. This decision overruled 40 years of precedent. The members of ATNI adopted a resolution calling upon the Congress to overrule the Courts decision by amending the jurisdictional law in question and to establish a Special Federal Court of Appeals to handle appeals from Tribal Court decisions. This position was later supported by the National Congress of American Indians at their meeting in March 2010 in Wash DC which Lena and Lorna attended and participated in.
 - With incoming MPA Faculty Member **John Gates**, have developed an analysis, for the Obama Administration, of the impact on U.S. Tribes if the U.S. were to adopt the UN Declaration of Indigenous People's Rights. They presented a paper on the analysis at

the mid-year conference of the National Congress of American Indians (NCAI). Provided an educational program on the UN Declaration on the Rights of Indigenous Peoples to tribal officials from the Northwest. In June of 2010 I participated in the mid-year meeting of the NCAI and met with US State Department officials who were there to consult with Tribes at President direction regarding whether he should change the vote the Bush Administration cast against adopting the UN Declaration when it came before the UN General Assembly in Sept 2007. The US was one of 4 no votes vs 144 yes votes of member states of the UN General Assembly. In the intervening years, Australia and New Zealand amended their votes to a "yes" and Obama sent Ambassador Rice to testify before the UN Permanent Forum on Indigenous Issues in April of 2010 to inform them that the Obama Admin was undertaking a consultation process to ask tribal views on this issue. In August of 2010, with John Gates he sponsored and conducted an information session for NW Tribal Officials on the grounds of the Lummi Indian Nation near Bellingham. In Sept 2010, He was given "credentials" by his own tribe, the Chippewa Cree Nation of Montana to represent them in the final consultation meeting for tribal officials in Wash DC.

- Was honored last October by the Coastal Margin Observation & Prediction's (CMOP) as the recipient of their first leadership award. The Director of COMP said: "Alan's achievements are important for all of us to further the discussion on oceans, climate and human health in the Pacific Northwest and around the world."
- **Linda Moon Stumpff** worked on several projects this year;
 - On Indian education curriculum development research she worked on two major grants, a Lumina Grant and an National Science Foundation Grant.
 - Continued work as co-principal investigator of the \$500,000 NSF grant to create native-based case study curriculum: we now have over 80 cases and a newly-revised and updated website. Traveled to Northern Arizona University to provide a workshop in using case studies for the Navajo Nation and the Tribal Climate Change and Native Studies Programs in April.
 - Participated in the George Wright Society Conference: made a presentation to the Sharing Circles on tribal relations.
 - Continued as sub-editor of *Environmental Practice* journal and Reviewer for Native American Quarterly.
 - Joined Planning Board for the Wilderness Congress to be held in Spain in 2012.
 - Joined the USDA Forest Service Research Station in its research on cultural uses of water and need to create a category to protect cultural uses of water especially under impacts of climate change. Wrote a paper to be published in Park Science in fall.
 - Wrote an article for American Indian Graduate Center.
- **John Gates** organized and participated in a workshop on the International Declaration on the Rights of Indigenous Peoples held at NW Tribal College, Lummi, Washington.
 - He also wrote two papers to present to the National Congress of American Indians Mid-Year Conference held in Rapid City, SD last June. John was invited by representatives of the Obama Administration to participate in a round table discussion on implementing the UN Declaration on the Rights of Indigenous Peoples.

WHAT'S NEXT FOR AY2011-2010?

More continuing faculty mean a more stable rotation plan and limits the use of adjuncts to 2-credit electives, which would lead to more stability in our program offerings and in student satisfaction. Our two new MPA faculty members who joined the team in AY10-11 brought us closer to this stability. We still need one additional faculty member to complete our unit, even accounting for the anticipated upcoming

retirement. Linda Moon Stumpff and Alan Parker, key faculty in our tribal governance concentration area, will be retiring at the end of this academic year. We will be searching for their replacement and we will push for Alan's replacement to be a full, not half time, appointment.

Enrollments are strong in both the general and tribal concentration areas. We will continue to monitor, evaluate, and tweak where necessary the redesign to the program begun last years. A few years without tinkering with the program to see the effects of changes are needed.

We have approved the Core Competencies statement. How do we weave these into our entire program is what we will discuss and work on this year. We have revisited and updated our Student Handbook and clarified thesis policies and guidelines. While we have done some minor updates to our website, we still need to take a more comprehensive look at it. We also still need to extend program marketing and promotion into social media outlets.

MASTER OF PUBLIC ADMINISTRATION (MPA)

-be the change you wish to see in the world

Annual Report 2012

Prepared by Lee Lyttle, Director

Summer, 2012

TESC MPA MISSION

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service.

We:

- *think* critically and creatively;
- *communicate* effectively;
- *work* collaboratively;
- *embrace* diversity;
- *value* fairness and equity;
- *advocate* powerfully on behalf of the public; and
- *imagine* new possibilities and accomplish positive change in our workplaces and in our communities.

OVERVIEW: PROGRAM OF STUDY

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. With feedback from agencies that employ our alumni and some alumni themselves, recently we have been deemphasizing the thesis option when advising our students. This is because the Capstone projects have been increasing in quality and relevancy for postgraduate work.

The Core sequence for all students is as follows:

| | Fall | Winter | Spring |
|--------------------|---|--|---|
| First Year | The Context of Public Administration | Doing Democratic Public Administration | Policy, Finance & Budgeting for Public Administration |
| Second Year | Analytical Techniques for Public Administration I | Analytical Techniques for Public Administration II | Capstone |

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 programs moved to 6 credit hour from 4 some years ago in order to allow greater time and depth to cover key aspects of the discipline. This increase plus the expanded offerings in finance/budget and policy appears to be accomplishing what it was intended to do. The faculty teaching Core continues to explore new and expanded content area. While the incorporation of Capstone into the Core sequence has created certain challenges, the Capstone faculty has and will continue to experiment with various content strategies to expand the potential benefits of this move.

The Public and Non-Profit Administration concentration covers the critical elements of administration— budgeting, strategic planning, human resources and information systems, public law, leadership and ethics, multicultural competencies, and more. Newer faculty member, Doreen Swetkis, is addressing the unique nature and needs of nonprofit organizations.

| Degree Requirements for Public and Non-profit Administration Concentration | |
|---|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Electives | 28 credits |
| Total Credits | 60 credits |

Students in the Public Policy concentration prepare for, or advance in, positions as policy analysts, budget analysts, or evaluators. Students in this concentration complete two Public Policy Concentration courses (Foundations of Public Policy and Advanced Research Methods), plus one or more elective courses or individual contract in specific policy areas.

| Degree Requirements for Public Policy Concentration | |
|--|------------|
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |
| Foundations of Public Policy | 4 credits |
| Advanced Research Methods | 4 credits |
| Electives | 20 credits |
| Degree Requirements for Tribal Governance Concentration | |
| 1 st and 2 nd Year Core (including Capstone) | 32 credits |

The Tribal Governance concentration develops administrators who can assist both tribal governments and the public agencies with which the tribes interact. In order to facilitate participation from tribal students and practitioners from around the state, students in the tribal concentration go through the entire program as a cohort and finish in two years. Courses are taught in an intensive format, meeting four weekend sessions each quarter. Native American faculty member and attorney, John Gates, is strengthening the exploration of tribal legal issues and is assuming the key role in the this concentration area given the retirement of Alan Parker, and soon to retire Linda Moon Stumpff.

| | |
|-----------------------|------------|
| Tribal Concentrations | 20 credits |
| Electives | 8 credits |
| Total Credits | 60 credits |

In the last two academic years, we typically have admitted between around 60 students in the general MPA cohort with about 50 eventually registering for the fall. Our goal is to retain 45-48 through the second year Core. Every other year we admit a cohort of tribal students (tribal target is 25 to 28 headcount yielding about 30 tribal FTEs). We have been admitting a small number of tribal students in the interim year. We first exercised this option of admitting 'Inter-year Tribal Students' for the 2007- 2008 academic year. Five cohorts have been admitted since the inception of the tribal concentration.

Each year, we serve students from a mix of cohorts: first year students, second year students, tribal students and those who are taking longer to complete their degrees. Roughly two thirds of general cohort students graduate in about two years with one third graduating in 3 to 4 years. Almost all tribal students graduate in two years.

In addition to serving students from various MPA cohorts, our electives also serve Inter-year Tribal students, MES students, and select upper division undergraduates. When enrollments in the MPA program were steadily increasing, we were concerned that there would be fewer spaces available in electives for those other than matriculated MPA students. Consequently, this year we offered a broader range of electives to help meet student demand. However, we experienced that a few electives were under enrolled with MPA students and opened those to graduate students and some select upper division undergraduates.

ENROLLMENT OVERVIEW - GROWTH

The MPA program at Evergreen was founded in 1980 to meet the needs of the many government workers residing and working in Olympia, Washington. A bit more than 20 years later, the program needed to change in order to meet the increasingly diversified needs of our student population which expanded significantly beyond the state government pool to include local/regional governments, tribal governments and non-profits. In 2002, the program underwent a major redesign, the first since the program was founded.

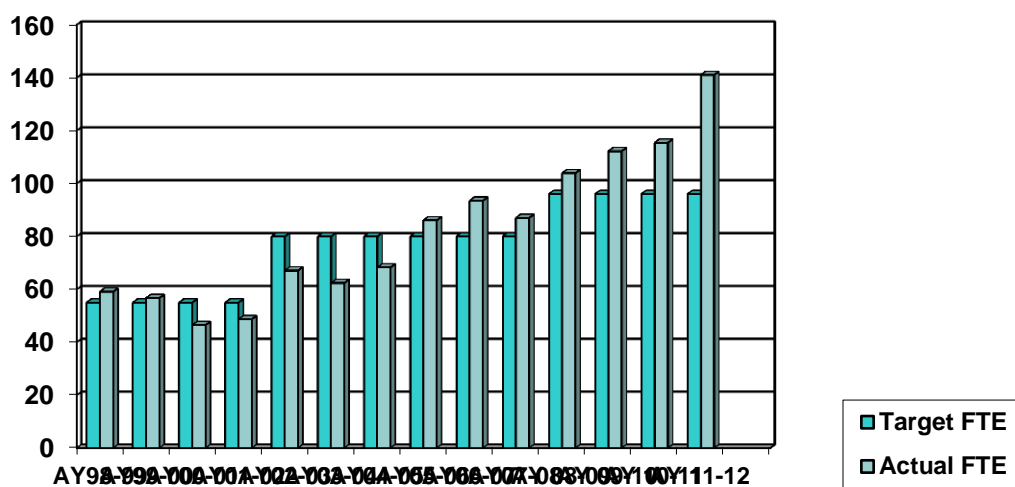
Research to support the redesign effort indicated that a re-visioning of the program was overdue and students needed more choice and flexibility in their studies. The redesign included significant curriculum changes that make it easier for students to pursue the program at their own pace and the establishment of three concentrations of study: public and nonprofit administration (general studies), public policy; and tribal governance (a separate cohort of students). Our tribal governance MPA is the first of its kind in the country.

In 2006, we collaborated with the Master of Environmental Study (MES) program to matriculate the first joint MES/MPA degree students. Unfortunately, the joint MES/MPA degree never attracted a sufficient number of students and it was suspended indefinitely a year ago. Nevertheless, we continue to support the one remaining student who is currently pursuing this option.

In AY2009-2010 we rolled out the second stage of significant redesign by extending the credit hours in Core classes and slightly revising Core offerings, based upon alumni input (we needed a budget/finance/policy Core offering). The 09-10 General Cohort was the first cohort under the new model.

Enrollment steadily increased (as did target FTE⁴) between academic years (AY) 2001-2002 and when the redesign took effect (2002-2003), yet it wasn't until AY 2005-2006 that the program began to meet or exceed target FTEs. As can be seen in Figure 1, we have exceeded targeted FTE since AY05-06; this is especially true in the last few academic years 2008 through the fall of 2011 with an exceptional increase in student FTE this past year.

Figure 1
Annual Target/Actual FTE



⁴ The State of Washington's Higher Education Coordinating Board (HEC Board) measures graduate student enrollments in state institution using a "Full Time Equivalent" (FTE) standard. A student enrolled in 10 graduate credits per quarter is considered full-time.

In addition, as can be seen in Figure 2, the MPA program has been successively serving more students (matriculated MPA students, Graduate Special Students, other graduate students and undergraduates) from the Fall of 2002 through 2010. Last year the program saw a decrease in the number of students.

Figure 2
Fall Headcount

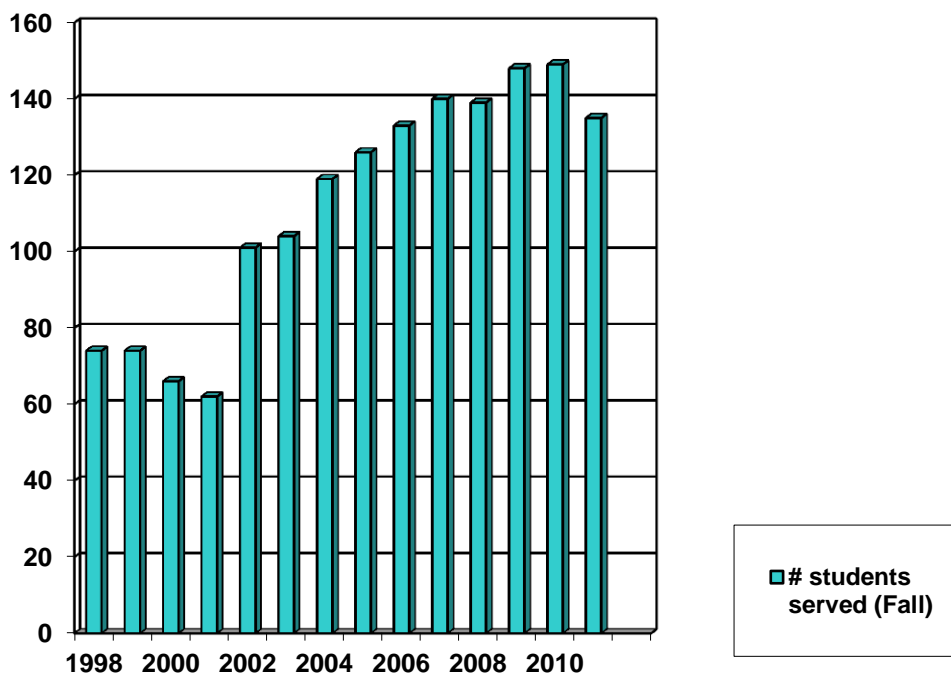
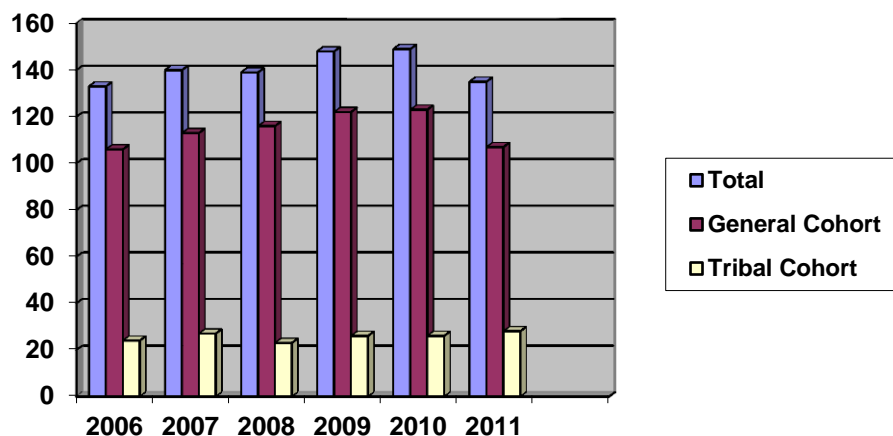


Figure 3 shows Fall headcount broken down by cohort, General and Tribal. As can be seen, Tribal Cohort size increased last year from 26 to 28 students, while the General Cohort saw a decrease in it's headcount from 123 students in the fall of 2010 down to 107 by the end of the fall in 2011.

Figure 3
Fall Headcount by Cohort



The summary of figures 1 through 3 indicates that this year the program saw fewer students taking significantly more academic credits.

PERFORMANCE: ARE WE SERVING STUDENTS?

Enrollment: If increasing applications and retention are measures of the program's overall health, then the program is meeting those challenges. The TESC MPA is becoming a high demand, regional MPA program. In the general cohort we've closed admissions in early spring for the last seven years – a stark contrast to years past when admissions stayed open well into September. We also have the largest number in our history of inter-year tribal concentration students (students admitted between the biennial admissions period). The recent economic recessionary years may have been a contributing factor as individuals look for new educational opportunities for re-training. With last year's decreased student head count we may be beginning to see the effects of increasing tuition and challenges for financial aid. Our upcoming student application numbers, while a bit below last years, is still at a healthy level. We will continue to take extra recruiting measures to maintain a strong demand for the program.

Student Satisfaction: In May 2005, we began regularly surveying students (we have some limited data from 2003). For the most part, our annual surveys are a census of all students registered in the spring quarter and our response rates are usually over 90%. In AY09-10 we began using an online data gathering method and response rate dipped only a bit. This year we returned to hand collected paper surveys in order to improve our response rate.

Table 1. Student Satisfaction Indicators

| | 2003 | 2005 All cohorts | 2006 All cohorts | 2007 All cohorts | 2008 All cohorts | 2009 All cohorts | 2010 All cohorts | 2011 All cohorts | 2012 All cohorts |
|---|-------------|--|--|--|---|---|---|---|--|
| Satisfaction with program (combined very satisfied and satisfied) | 52% | 89% | 57% | 94% (42% very satisfied; 52% satisfied) | 86% (36% very satisfied; 51% satisfied) | 87% 27% very satisfied; 60% satisfied) | 84% (40% very satisfied; 44% satisfied) | 78% (35% very satisfied; 43% satisfied) | 82% (47% very satisfied; 40% satisfied) |
| Recommend the Program? | 73% | 72% strongly or generally; 27% possibly | 55% strongly or generally; 27% possibly | 89% strongly or generally; 7% possibly | 84% strongly or generally; 15% possibly | 83% Strongly or generally; 14% possibly | 80% Strongly or generally; 16% possibly | 77% Strongly or generally; 15% possibly | 88% Strongly or generally; 10% possibly |
| Quality of Instruction (combined very satisfied and satisfied) | | 94% | 72% | 95% | 90% (50% very satisfied; 41% somewhat) | 81% (43% very satisfied; 38% somewhat) | 90% (46% very satisfied; 44% satisfied) | 82% (42% very satisfied; 40% satisfied) | 93% (57% very satisfied; 36% satisfied) |
| Program Meets Learning Goals (combined great and moderate extent) | | | | | 87% (46% great extent; 41% moderate extent) | 89% (43% great extent; 49% moderate extent) | 86% (46% great extent; 40% moderate extent) | 80% (37% great extent; 43% moderate extent) | 88% (59% great extent; 29% moderate rate) |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|-------------|
| | | | | | | | | | exten t) |
|--|--|--|--|--|--|--|--|--|-------------|

As indicated in Table 1, satisfaction with the program generally increased from 2003 through 2007, with some variation reflecting yearly differences in teaching teams and program content as well as cohort vagaries. Overall satisfaction indicators had been dropping in the years 2008 through 2011 years. However, this past year showed a marked increase in students' satisfaction with the program.

While the above table does indicate that the program as a whole has made significant improvements, survey data also reveals that 1st year general and 2nd year tribal cohorts had a more rewarding experience than the 2nd year general cohort. Comments from student surveys seem to point to issues of inadequate feedback and support from some 2nd year faculty members coupled with challenges associated with the abrupt switch to deeper analytical studies and work.

ARE WE MEETING OUR MISSION?

Overall, the answer is most certainly. The MPA faculty adopted the current mission beginning in the Fall of 2006. We now have comparative data on mission accomplishment since in the Spring of 2007. It has consistently shown that students have reported increased knowledge, skills, and abilities at healthy levels.

We ask students to tell us the extent to which their capabilities have been enhanced, due to their work in the MPA program, in our primary mission areas, as indicated in Table 2. Most students indicated that their capabilities in mission-related areas have been enhanced to a great or moderate extent.

For the years of this annual report, while all most measures had been decreasing slightly, this year the program appears to have strongly delivered on our mission when it comes thinking critically and creatively, communicating effectively, working collaboratively, imagining new possibilities, and accomplishing positive change. However, we did loose ground in three other areas. We will pay closer attention to these in the coming year.

Table 2. Extent MPA Program Enhancing Student Capabilities in Mission-Specific Areas

| | 2007* | 2008* | 2009* | 2010* | 2011* | 2012* |
|-------------------------------------|-------|-------|-------|-------|-------|-------|
| Think Critically | 95% | 90% | 91% | 92% | 91% | 96% |
| Think Creatively | 87% | 81% | 79% | 75% | 78% | 93% |
| Communicate Effectively | 90% | 85% | 82% | 91% | 84% | 91% |
| Work Collaboratively | 90% | 87% | 80% | 89% | 88% | 89% |
| Embrace Diversity | 74% | 73% | 74% | 73% | 78% | 74% |
| Value Fairness & Equity | 80% | 74% | 78% | 78% | 86% | 77% |
| Advocate on Behalf of Public | 85% | 86% | 78% | 81% | 84% | 82% |
| Imagine New Possibilities | 81% | 84% | 79% | 81% | 80% | 89% |
| Accomplish Positive Change | 80% | 88% | 74% | 75% | 81% | 90% |

* % responding "great" or "moderate" extent

PERFORMANCE: PUBLIC SERVICE

MPA faculty and staff, in addition to their teaching and MPA governance/administration duties, also participate in public service activities, making significant contributions to our scholarly and regional communities. Several faculty members are active members of scholarly communities and attended conferences/presented papers on MPA-related topics. Faculty members are working on books and other publications and published papers/chapters in journals and texts. Our faculty members also serve the profession by acting as peer reviewers for journals and publishers as well as serving on journal editorial boards. Several faculty members serve in leadership roles on boards of local nonprofits. Most faculty members are involved in community-based, pro-bono work to support regional agencies and organizations.

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.
 - She also served on the ASPA Evergreen Chapter Board.
 - Served as co-treasurer of the ORLA Montessori Booster Club.
 - TESC Governance: CCBLA Advisory Board
 - Developed the survey for quantitative work for the MPA program
 - Was an member of the Tribal Admissions Committee
 - Will continue to serve on ASPA Evergreen Chapter Board, ORLA Booster Club, CCBLA Advisory Board, Tribal Admissions Committee.
 - Will attend the NASPAA Conference in Austin, TX
- **Amy Gould** is working on ADA Advisory Committee, PLATO grant award committee. She is also...
 - working on publications about social conformity for journal *Sociology of the Mind*,
 - will attend and plan to present at two national conferences this year (American Political Science Association and American Society of Public Administration)
 - seeking publication for children's book already written
 - is in the process of writing a novel titled *Leave the Leaves Alone* about things best left undone in life.
 - 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...
 - 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.
 - 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."
 - Larry completed his last year on the United Way of Thurston County Board of Directors between July 2011 and June 2012.
 - Larry helped organize an on-campus event in April 2012 titled "TEDxTheEvergreenStateCollege: 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**
 - **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 Ruccucci (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*.
 - **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>)
 - **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)

- **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).
- **Linda Moon Stumpff** worked on several projects this year;
 - 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.
 - 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.
 - An article coming out in August in Park Science.
 - Received acceptance of an article on Ecosystem Services and Water that will be coming out in fall in the International Journal of Wilderness.
 - Linda is initiating talks with the Ford Foundation on arts administration and case-writing as part of a grant with the Longhouse.
 - 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...
 - 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.
 - 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**
 - 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.
 - 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.
 - 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 Lytle** 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 FOR 2012 - 2013?

This year we have moved the 1st year cohort from Tuesday to Thursday evenings. Since the 2nd year cohort also meets on that evening, the move provides opportunities for greater interaction, sharing of guest lectures, and other resources between both cohorts. The faculty and staff have agreed to explore additional opportunities that this new alignment offers. The faculty teams in both the 1st and 2nd year general cohorts are both experienced and strong.

We may have too many electives this fall. In order to compensate for this, we will open selected classes to undergraduate juniors and seniors. Even given this over-staffed set of electives, as a program we will be at approximately 16:1 student/faculty staffing for the MPA program as a whole, which is still over the minimum 15:1 requirement.

We will continue our plans to stabilize the program by substituting adjuncts with continuing faculty in the future. This helps with our faculty rotation obligations, the rationalization of our elective offerings, and with student satisfaction. Our two new MPA faculty members who joined the team in AY10-11 brought us closer to this stability.

Linda Moon Stumpff a key faculty in our tribal governance concentration area has declared that she will retire at the end of this academic year. We will be continuing our search for her replacement following a failed search last year. In the mean time, John Gates and adjunct faculty Myra Downing will be teaching together in the core Tribal concentration for the entire year, which will provide continuity and stability for the incoming tribal concentration cohort.

The faculty has agreed to renew our efforts to weave selected sections of our now approved Core Competencies into the expectations section of each our classes. We will also add these into our Student Handbook and to the MPA website. This will strengthen and highlight anticipated outcomes associated with each of our classes.

Our MPA general website will also get a close review and update this year. We continue to extend our marketing and promotion into social media outlets involving closer coordination with our alumni database. Erin Genia has already begun the process of converting the next version of our newsletter into a more readily distributable and accessible blog.

Enrollments in the coming year are strong in both the general and tribal concentration areas. We will continue to monitor, evaluate, and tweak where necessary the redesign to the program begun last years. An important part of our improvements is the new Online Application process for all three graduate programs that will commence this coming fall. This will move us away from the online paper submission process and put us on par with our competing graduate programs nationwide. For about a year we have been working with CollegeNet, the company that has been operating Evergreen's undergraduate application system for many years. We will we have a basic system that we will tweak and update over the next several years.

We will renew our efforts this year to renew and restart a functioning MPA Advisory Board. The existing members are local active professionals in the field and are consequently very busy. For the past several years, we have had no meetings of the Board due to a significant number of last minute cancellations. We also have a need to diversify membership. There are currently no Native American board members. Thanks to Erin Genia, Linda Mood Stumpff, and Alan Parker we do have several possible candidates that we will pursue when we are ready to call the Board together again.

This year we will continue to explore possible avenues for the MPA program to generate new funds. Towards the end of last year, several possibilities were discussed among the faculty and staff for sponsoring fee-based symposia, events, and/or institutes. These would be centered on supporting staff, managers and supervisors in local state, non-profit, and educational organizations as they deal with

current challenges caused by new mandated policies, regulations, or processes.

In summary, we look forward to a challenging and fruitful year.

