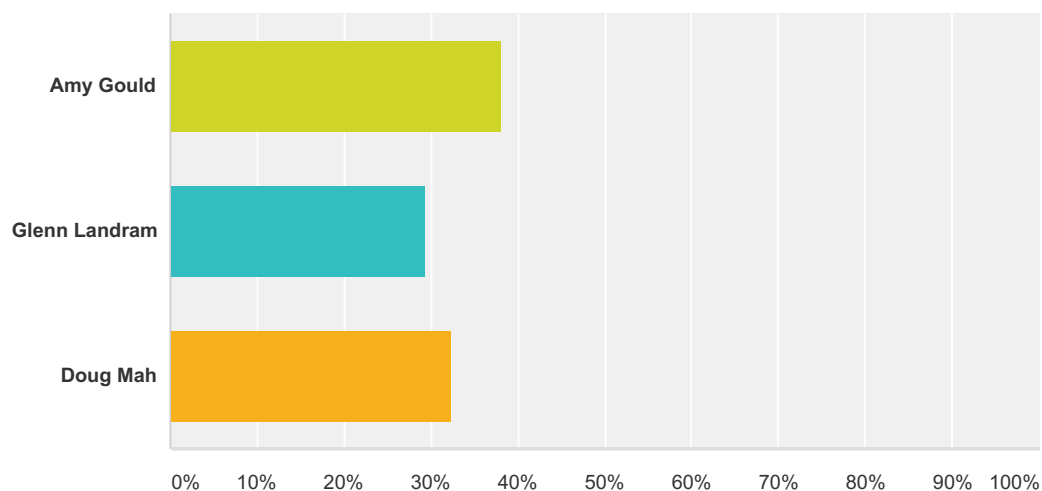


**Q1 Name of your seminar instructor:**

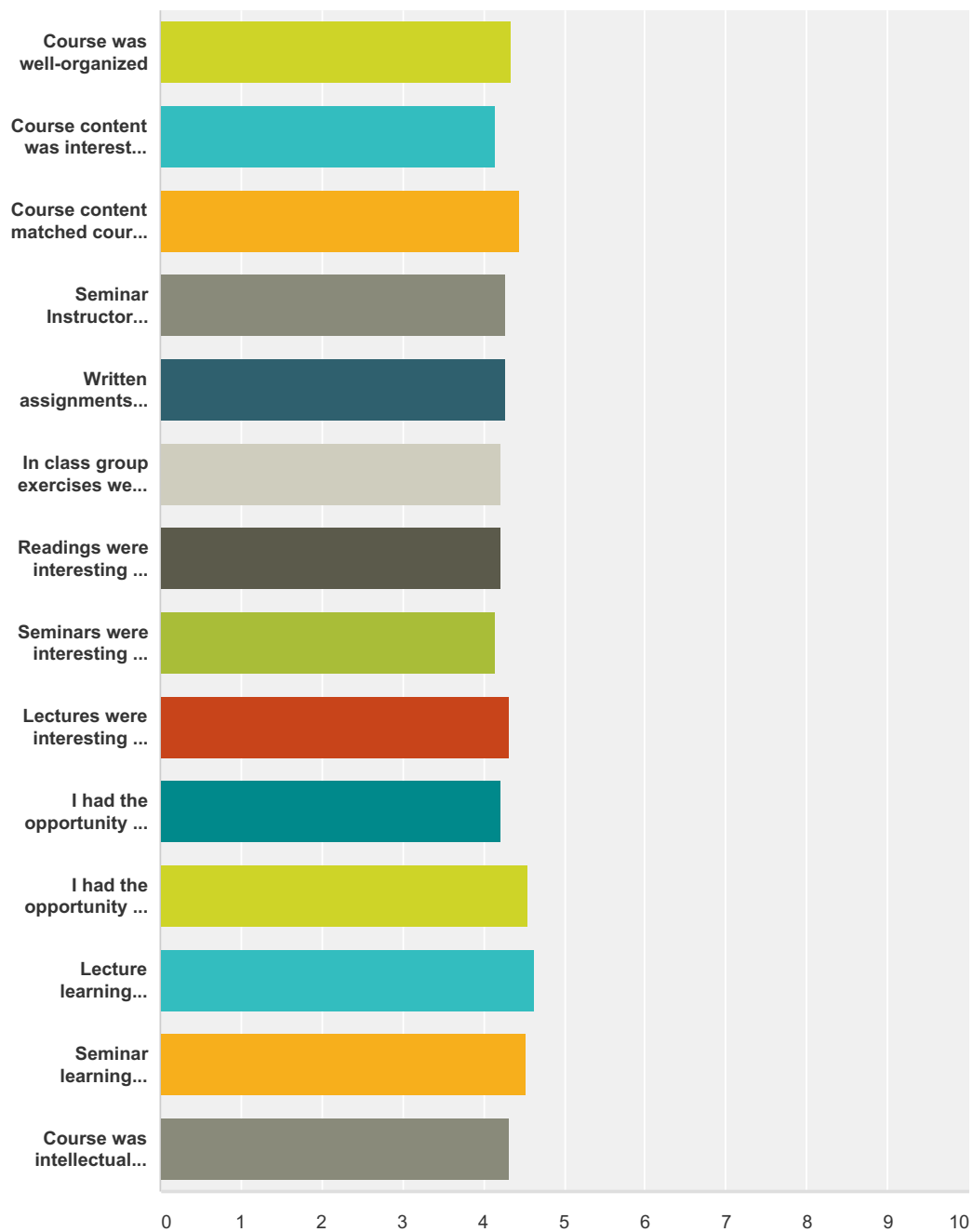
Answered: 34 Skipped: 0



Answer Choices	Responses	
Amy Gould	38.24%	13
Glenn Landram	29.41%	10
Doug Mah	32.35%	11
<b>Total</b>		<b>34</b>

## Q2 Please rate these elements of the course using the following scale:

Answered: 34 Skipped: 0



	Rarely	Occasionally	Sometimes	Frequently	Almost Always	Total	Weighted Average
Course was well-organized	0.00% 0	8.82% 3	11.76% 4	14.71% 5	64.71% 22	34	4.35
Course content was interesting & presented clearly	0.00% 0	11.76% 4	11.76% 4	26.47% 9	50.00% 17	34	4.15

Course content matched course objectives	2.94% 1	0.00% 0	14.71% 5	14.71% 5	67.65% 23	34	4.44
Seminar Instructor feedback on coursework was useful & timely	5.88% 2	2.94% 1	11.76% 4	14.71% 5	64.71% 22	34	4.29
Written assignments were interesting & relevant	0.00% 0	2.94% 1	17.65% 6	26.47% 9	52.94% 18	34	4.29
In class group exercises were interesting & relevant	0.00% 0	8.82% 3	14.71% 5	23.53% 8	52.94% 18	34	4.21
Readings were interesting & relevant	2.94% 1	5.88% 2	5.88% 2	38.24% 13	47.06% 16	34	4.21
Seminars were interesting & relevant	2.94% 1	5.88% 2	17.65% 6	20.59% 7	52.94% 18	34	4.15
Lectures were interesting & relevant	0.00% 0	2.94% 1	20.59% 7	17.65% 6	58.82% 20	34	4.32
I had the opportunity to participate in lecture	2.94% 1	5.88% 2	17.65% 6	14.71% 5	58.82% 20	34	4.21
I had the opportunity to participate in seminar	0.00% 0	2.94% 1	8.82% 3	17.65% 6	70.59% 24	34	4.56
Lecture learning environment was supportive & respectful for all	0.00% 0	0.00% 0	9.09% 3	18.18% 6	72.73% 24	33	4.64
Seminar learning environment was supportive & respectful for all	0.00% 0	2.94% 1	8.82% 3	20.59% 7	67.65% 23	34	4.53
Course was intellectually challenging	5.88% 2	5.88% 2	8.82% 3	8.82% 3	70.59% 24	34	4.32

#	COMMENTS	Date
1	The two assignments where we critiqued a main argument of two authors--we should have been allowed to start our research on our topic right off the bat and used our own research resources for critique. This would seem to be a solution to not being able to start our research work until nearly the middle of the quarter. I think we start our main project too late each quarter and then we are always rushing at the end. This would be okay if we were on a semester schedule.	12/30/2014 9:09 PM
2	Lecture and seminar were very a very enriching learning experience.	12/26/2014 10:28 PM
3	The set up for this quarter was sub par. The entire first year, we were told not to think about second year core, which I listened to. When this quarter started, however, many of my classmates already had their projects and their teams lined up. We were basically given one week to decide everything, which was much too fast.	12/18/2014 2:50 PM
4	Though I understand the purpose and intention of seminar, I rarely find this time used wisely by the students. (This is not a reflection on the instructors) My experience has been most people do not care to "talk" about the readings for an hour. Even with questions to guide the discussion, I feel people are focused on "just getting the questions answered" instead of actually having a conversation and perhaps re-evaluating previous thoughts and opinions.	12/16/2014 9:40 AM

5	<p>There is sometimes an element to the core classes that is like being at a very judgmental church--it is difficult to put into words, but an example is in Week 10 when Amy Gould gave us her "Don't Be an Empty Refrigerator" lecture where she stared us all down and told us: --You are being watched. --We are watching you. --Some of you are like empty refrigerators, not taking advantage of this educational opportunity. It was rather disdainful. It made me wonder: --Which ones of us does she see as empty refrigerators not taking advantage of our educational opportunity? --Is she able to know what is inside each of us, inside our hearts, our motivations? --What if she is wrong? What if those she has judged are in fact doing the best they can? --Should she be judging us, letting all of us know that in her eyes some of us have fallen short--but not saying which of us? --Is it empowering for all of us educationally to feel judged and like we've maybe already failed in her eyes? --Wouldn't it be more supportive to talk directly and privately to students she sees as bereft of educational motivation? Maybe they lack ideas of what they could be doing and need a kind word and help with a plan. Or maybe there is a personal problem she is not aware of. I have always thought of education as being a powerful force for empowerment. It feels sometimes as though Amy is inadvertently using her position to shame or guilt us, and that feels like a terrible waste of the goodwill of all involved.</p>	12/15/2014 8:18 PM
6	<p>Felt somewhat relinquished into a research group that is researching something I have very little interest in. The capstone project will be one quarter that has little to do with previous 2 quarters work. Without personal pursuits outside of the program, I would not be ready for spring quarter' capstone. Doing this research project has helped me understand how to put a project like this together and the value of data.</p>	12/15/2014 8:14 PM
7	<p>Amy gave and expected a lot. She challenged the class in a meaningful way. I am regularly surprised by her teaching methods and how effective they are. Evergreen is lucky to have her on staff and we are lucky to benefit from her passion. I hope to have her Winter quarter.</p>	12/15/2014 3:39 PM
8	<p>Glen did an excellent job of blending his passion for statistics with humor and interesting state government examples of how classroom learning applies in the real world. GREAT job!</p>	12/15/2014 3:21 PM
9	<p>This quarter was a disappointment. There was obvious tension between faculty, which, was distracting. My seminar leader no longer was interested in teaching us. He verbalized he was checked out and no longer cared. I do not feel as if I got out of this quarter what I was supposed to. I am confused regarding the material and content.</p>	6/19/2014 1:47 PM
10	<p>The final assignment was a bit challenging - it would help if faculty spent a little more time helping us to choose a policy rather than sending us on a quest. Many people ended up with a policy problem that wasn't a problem or reinvented the wheel all over. A little more guidance in the beginning would help. Or may be a "bank" of real policies/issues to choose from. Overall the course was interesting and well organized.</p>	6/16/2014 4:39 PM

**Q3 Considering the readings: what was the BEST "read" and in one sentence: why? (Please avoid responses such as "because it was great.")**

Answered: 28 Skipped: 6

#	Responses	Date
1	Schutt readings were the best. Lots of information, guidance and analysis.	1/10/2015 8:13 AM
2	Naked Statistics by Charles Whelan, because it explained statistics in a very approachable way, was readable and exciting.	1/8/2015 9:33 AM
3	Investigating the social world	1/7/2015 1:32 PM
4	Schulz (2011). Being Wrong: Adventures on the Margin of Error was the best read for me. This book showed how the human mind, along with emotions, can create a memory. This memory might or might not be accurate and this book explains why. Then the book takes it a step further by showing if our memory of an event, etc., is wrong, then what else could we be wrong about? And if we are wrong, then it is easy for mistakes to be made. Overall I found this book to interesting how it viewed our minds at work and to allow ourselves to make mistakes.	1/5/2015 7:32 AM
5	Zero because it was interesting and the author provided a great example of how research can be done and then woven together seamlessly into one document.	12/30/2014 9:09 PM
6	Paulos' A Mathematician Reads The Newspaper. The author relates mathematics to many different aspects of our society while using humor as an element of the reading. The reading was somewhat eye opening while being a very enjoyable read.	12/26/2014 10:28 PM
7	Constructing Race & Ethnicity in America was something that felt different from what our readings usually entail and some very applicable examples to how research methods make meaning.	12/18/2014 2:50 PM
8	I really enjoyed "Being Wrong." The book was thought provoking and provided a good base for the quarter's coursework. I also enjoyed most of the articles we were assigned.	12/16/2014 9:40 AM
9	"Being Wrong" by Kathryn Schulz was not only engaging and fun, but provided the opportunity for great self-reflection and created a good tone for the quarter.	12/16/2014 7:19 AM
10	Schutt's Investigating the Social World was the most useful book this quarter because it was the most concretely relevant to developing our research project.	12/15/2014 8:18 PM
11	The movie about the Trinity test titled "The Day After Trinity". Not a reading but informed me about extreme situations, ethics and unintended consequences in research. Also that the results are not controlled by the researcher and can be used for purposes counter to what was anticipated by the researcher.	12/15/2014 8:14 PM
12	Schutt's book was the best read, in my opinion, because it covers research paradigms, terminology, and gives examples. It was a great resource when preparing my research proposal.	12/15/2014 6:54 PM
13	I really enjoyed Predictive Analytics because the idea of big data and information gathering is extremely interesting to me.	12/15/2014 3:52 PM
14	Wrong- changed my thought process stats-drove why the numbers matter	12/15/2014 3:39 PM
15	Constructing "Race" and "Ethnicity" in America: Category Making in Public Policy and Public Administration: This was very eye opening.	12/15/2014 3:37 PM
16	Conklin "Wicked Problems & Social Complexity" and Paulos (2013). A Mathematician Reads the Newspaper, both gave interesting perspectives and new ways of looking at issues and finding deeper meanings and understandings in the problems we face as public administrators.	12/15/2014 3:37 PM
17	Honestly, It seemed all like busy work. I am not sure if its because the professors did not tie it well into the course objectives and the work that we needed to do or if the readings were just bad.	12/15/2014 3:33 PM
18	A Mathmetician Reads the Newspaper. The writing style was fun to follow, and clear demonstration of why citation is so important for credibility.	12/15/2014 3:21 PM

19	Meadows, because Systems Thinking is critical to all aspects of public Administration.	7/24/2014 12:18 AM
20	"How to Change the World" gave many practical examples of ways to truly make a difference in the world.	6/19/2014 11:17 AM
21	I appreciated the NASBO reports. It helped deconstruct what policies are and how to do briefs and cost benefit analysis.	6/18/2014 4:27 PM
22	Practical guide to policy analysis by Bardach. Because it was really a practical guide with useful instructions and tips.	6/16/2014 4:39 PM
23	Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas. The book pointed to a overall theme about making change, and did so providing hope.	6/13/2014 8:30 AM
24	How to Change the World: Social Entrepreneurs and the Power of New Ideas. The book gave me hope about change and the future.	6/10/2014 10:02 AM
25	Changing the World - Social Entrepreneurism rocks!	6/5/2014 10:16 PM
26	Nonprofit finance readings - very practical and applicable	6/5/2014 6:02 PM
27	Bardach 8 fold path, Best because it was easy to follow and relevant to my current career.	6/5/2014 4:15 PM
28	The budget worksheets because they gave me real world info.	6/5/2014 4:07 PM

**Q4 Again, considering the readings: what was the WORST "read" of the quarter and in one sentence: why? (Please avoid responses such as "because it sucked" or "I hated it.")**

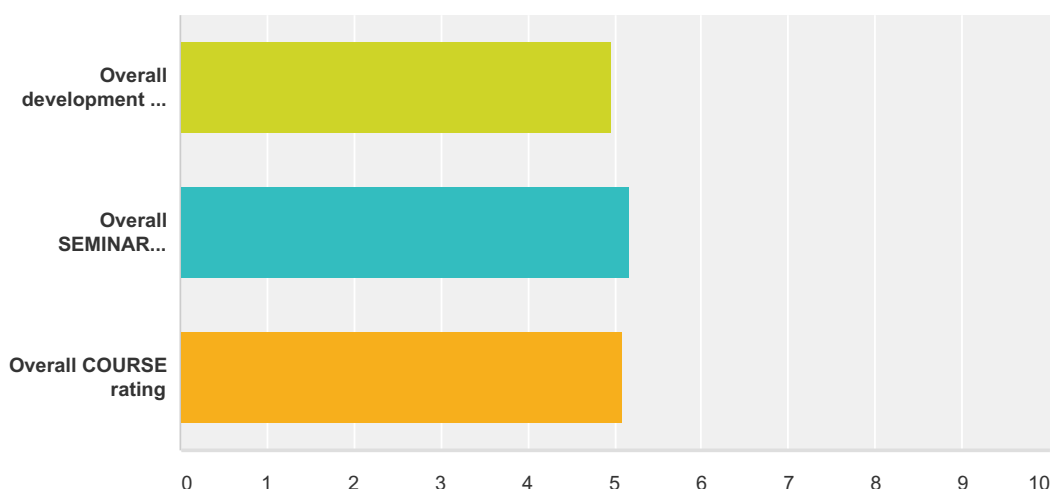
Answered: 25 Skipped: 9

#	Responses	Date
1	None. I enjoy all of the readings. But then, I loved Governing the Commons, too so I know I am an anomaly.	1/10/2015 8:13 AM
2	Predictive Analysis, I felt it was redundant, I don't think predictive analysis is useful or helpful, I think it does government more harm than good. It is assumption based.	1/8/2015 9:33 AM
3	Paulos (2013). A Mathematician Reads the Newspaper was the most frustrating read for the quarter. As I am reading the chapters in the book, I am constantly picking out the writer's errors. At first, it was annoying. Then I realized that the book was not meant to educate, it was to show how I had moved further along in my education than I had realized.	1/5/2015 7:32 AM
4	A Mathematician Reads the Newspaper because it seemed like the author's points were just opinions not backed by facts. The information was also not helpful or interesting.	12/30/2014 9:09 PM
5	Seife's Zero. This book uses the number zero to push the author's own opinion and ideas without supporting evidence. The author twists quotes from other resources to fit his own ideas. In researching his resources, several quotes could have been interpreted in many different ways.	12/26/2014 10:28 PM
6	Zero/Being Wrong. I read most of both of them for week 1, and I didn't think that they were very relevant. Easy reads, but not relevant.	12/18/2014 2:50 PM
7	"A Mathematician Reads a Newspaper." I get why it was assigned, I just found the book long (though it was a short book) and repetitive. I felt like there could have been other books used to drive this point across to the students.	12/16/2014 9:40 AM
8	"Predictive Analytics" was an overly enthusiastic and very in-depth look at a complex (and often problematic) technology that may never be relevant to most people's work in Public Administration.	12/16/2014 7:19 AM
9	Predictive Analytics was the worst read of the quarter because picking individuals out of a massive group using data has little to do with Public Administration unless maybe you aspire to work for the CIA or NSA.	12/15/2014 8:18 PM
10	Replicating the research in "A Mathematician Reads the Newspaper" was difficult. It possessed a lack of in text citing, no reference page and little reference to any other authors, or researchers. This made it a difficult read, considering the purpose was to replicate, or follow the research within the book. Pointing it out was somewhat satisfying	12/15/2014 8:14 PM
11	There really wasn't an assigned reading that didn't add value to me.	12/15/2014 6:54 PM
12	I did not like a Mathematician Reads the Newspaper. I felt that it was the author used very few citations to sources which creates a questionable authority.	12/15/2014 3:52 PM
13	n/a	12/15/2014 3:39 PM
14	Naked Statistics: Stripping the Dread from Data: I didn't think this book was too helpful.	12/15/2014 3:37 PM
15	Siegel & Davenport (2013). Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die, while very interesting the author only spoke briefly about the ethical issues and seemed very much in selling his own product.	12/15/2014 3:37 PM
16	The first three readings - seems like "busy work" just to fill time in the first part of the class. These readings were not tied well into the end product which in my mind was the HSR/Research Plan we needed to to complete. Zero OR Being Wrong Constructing Race & Ethnicity in America A Mathematician Reads the Newspaper	12/15/2014 3:33 PM
17	Naked Statistics. Alot of the formulas detract from the point of the reading.	12/15/2014 3:21 PM

18	Shafritz & Hyde was very difficult to read--I could make it through 10 pages an hour at most. I noticed it is off the book list for the 2014 incoming cohort--good thinking!	7/24/2014 12:18 AM
19	"Talk back to your CPA". I didn't really understand the relevance.	6/18/2014 4:27 PM
20	I can't identify the worst reading. I liked both books and all the articles. There wasn't too much reading this quarter, and it gave me a chance to process them at a slower pace and better enjoy the readings.	6/16/2014 4:39 PM
21	N/A	6/13/2014 8:30 AM
22	N/A. All were informative	6/10/2014 10:02 AM
23	I liked them all.	6/5/2014 10:16 PM
24	NASBO readings. Just that style of publication is difficult for me to digest in large sections.	6/5/2014 4:15 PM
25	The NASBO information which gave more theories than techniques.	6/5/2014 4:07 PM

### Q5 Please rate the quality of the course using the following scale:

Answered: 34 Skipped: 0



	Very Poor	Poor	Fair	Good	Very Good	Excellent	Total	Weighted Average
Overall development of knowledge, skills and abilities	0.00% 0	8.82% 3	8.82% 3	14.71% 5	11.76% 4	55.88% 19	34	4.97
Overall SEMINAR INSTRUCTOR rating	2.94% 1	2.94% 1	5.88% 2	8.82% 3	20.59% 7	58.82% 20	34	5.18
Overall COURSE rating	0.00% 0	2.94% 1	11.76% 4	11.76% 4	20.59% 7	52.94% 18	34	5.09

#	COMMENTS	Date
1	I appreciated all the time we got in class to work on our research project. Thank you instructors! The instructors were very helpful and worked great as a team.	12/30/2014 9:09 PM
2	This quarter made me feel like I'm just biding my time to earning my degree and graduating. It felt like the readings weren't important, and many of my classmates weren't doing the readings, which turned into a vicious cycle. The overall concepts in Shutt are good and the overall project is useful, but it didn't seem entirely cohesive nor did it give me concrete skills. It seems like much of it was soft skill-type work and a lot of common sense. I have enjoyed the guest speakers. The course should just go all in sometimes--if we're going to discuss ethics, really dig in! This quarter would've been better organized with fewer lectures at all and much more well planned out group work. One missing critical piece is having students develop questions and lines of questioning to discuss in seminar. If required, that would really boost the quality of Seminar time (perhaps questions are sent in advance and then seminar leaders create an activity or have small groups work through certain questions and then present out). It's too easy to just sit back and check out if you don't feel like participating in class that day. To really get at what Evergreen is all about, it does need to be more of a flipped classroom feel, and put more onus on the students to create quality learning--except that can't necessarily happen in weeks where the reading is really heavy and we have a written assignment due.	12/18/2014 2:50 PM
3	During large group time, one faculty member speaks to the class the vast majority of the time, and the other two usually speak only for a few minutes when it is their turn to lecture. The faculty member who speaks to us the most, Amy Gould, was with our cohort last year as well. Entire classes have gone by when Doug Mah has not spoken to us. It would be a good opportunity for us to get to know other valuable perspectives on public administration if Amy Gould were able to step into an equal role with the other faculty, and we heard more from Doug Mah, who rarely speaks, and Glenn Landram.	12/15/2014 8:18 PM

4	I do realize my education and professional lives are in my hands and I am solely responsible for the outcome of my work withing this program and my path following this program. .	12/15/2014 8:14 PM
5	Well worth the money and drive	12/15/2014 3:39 PM
6	I think a review of this course needs to be done. The timing of due dates and the work complete. Again, the first three-4 weeks felt like it was "busy" work. We were told not to worry about our research proposals to much and work on developing a team and a good research Idea. Then, the course was crunching drafts and assignments to close together in the end. The teachers started to stress urgency when it seemed like a lot of this could have been avoided if we utilized the beginning of the year more wisely.	12/15/2014 3:33 PM
7	Please don't hire any other MPA instructors sight unseen--Steve Laubacher was a poor lecturer, a non-participant in the faculty team during group core unless he was lecturing (he sat in the back like a student and said nothing most of the group core classes), and a bully in seminar.	7/24/2014 12:18 AM
8	Amy Gould is an amazing instructor who is truly committed to delivering first class MPA graduates.	6/19/2014 11:17 AM
9	Amy absolutely rocks.	6/16/2014 4:39 PM

## Q6 OTHER COMMENTS

Answered: 8 Skipped: 26

#	Responses	Date
1	Web pages are supposed to have dark text on a light background for maximum readability, not the reverse as claimed in class toward the end of the quarter.	12/30/2014 9:09 PM
2	I'd appreciate faster turnaround time from our seminar leader, Doug.	12/18/2014 2:50 PM
3	I very much appreciate the time, the dedication, the commitment, and the personal sacrifice of our MPA faculty. I am in awe of those who have chosen to dedicate their lives to the education of others.	12/15/2014 8:18 PM
4	I am not impressed with Mr. Mah. He comes across as above you or in an elitist style. He being my seminar professor he didnt know my name until the 7th week and may have spoken to me no more than 4 times in the quarter. Additionally, his review work to our group was extremely late, often time the monday or tuesday following the the thursday due date. This was troublesome when the next assignment was due on the Thursday that week and we as a group needed to plan schedules. I have an overall concern for the program who hires these professors who are good practitioners but perhaps may not be good teachers. I feel the first year core was also hampered by ill equipped teachers with Steve and Greg and now this year with Glenn and Doug. All I can say is thank goodness for Amy to keeping it together.	12/15/2014 3:33 PM
5	I would have liked more opportunity for small group hands-on learning with the Excel budgeting tools.	7/24/2014 12:18 AM
6	I have no significant take away from this quarter.	6/19/2014 1:47 PM
7	I think a lot of the last four weeks students were working really hard on their projects and weren't able to fully invest in the assigned readings.	6/18/2014 4:27 PM
8	In the first description of the final project it was not clear that a problem had to be solved. Not sure if it was stress that lead to misunderstanding, unclear description, intentionally unclear info for challenge, or perhaps not well planned out.	6/11/2014 12:49 PM