

**TESC MPA Program  
Annual Student Survey  
Spring, 2012**

It's time again for the annual student survey. We appreciate the time you spend providing us with honest and candid feedback on the TESC MPA program. All responses are anonymous; data are used only for annual reporting and self-study purposes.

**I. General Questions**

1) From where did you receive your undergraduate degree? (check one)

- 1 1 The Evergreen State College  
2 5 Other college or university in Washington  
3 3 Out of state college or university

2) What concentration are you pursuing? (check one)

- 1      Public and Non-Profit Administration  
2 15 Tribal Governance  
3      Public Policy → → → → → 2a) What policy area? \_\_\_\_\_  
4      Unsure

3) In what year did you begin your MPA, as an admitted student? (fill in)

20 10 - 9  
2009 - 6

4) On average, how many credits do you take each quarter? (fill in)

10 - 10  
12 - 1  
8 - 2

5) For how many credits are you enrolled this quarter (Spring, 2012)? (check one)

- 1 1 4 Credits  
2 7 6 Credits  
3      8 Credits  
4      12 Credits  
5      More than 12 credits  
6 5 Other

6) At the end of this quarter (Spring, 2012), how many total credits will you have toward the MPA? (fill in)

50 - 1      66 - 1  
60 - 6      72 - 1  
62 - 2      74 - 1

6a) In how many years do you plan to complete, or have completed, your MPA? (check one)

- 1 11 2 years  
2 4 3 years  
3      4 years or more

## II. Meeting Our Mission

The MPA mission is: 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.

- 7) To what extent have your experiences in the MPA program at Evergreen enhanced your capabilities in the following mission areas: (check)

	Great extent (4)	Moderate extent (3)	Some extent (2)	Little or no extent (1)
a. Think critically	11	4		
b. Think creatively	10	4		
c. Communicate effectively	6	8		
d. Work collaboratively	10	2	2	
e. Embrace diversity	10	2	2	
f. Value fairness and equity	10	1	3	
g. Advocate on behalf of the public	10	4	1	
h. Imagine new possibilities	12	4		
i. Accomplish positive change	12	1	2	

- 8) In your opinion, to what extent is the mission (see above) covered in the MPA Core classes and Electives? (check)

	Great coverage (4)	Moderate coverage (3)	Some coverage (2)	Little or no coverage (1)
a. First Year Core	9	5		
b. Second Year Core	9	5		
c. Electives	9	4	1	

- 9) To what extent have you had the following experiences in the program? (check)

	Always (5)	Often (4)	Usually (3)	Sometimes (2)	Seldom to never (1)
a. Felt you were part of a positive learning community	5	8	1		1
b. Felt challenged to do your best work	6	5	2	2	
c. Felt others were challenged to do their best work	6	4	3	2	
d. Had opportunities to interact with people who hold different viewpoints	10	4		1	
e. Had opportunities to interact with people from various sectors of public service	7	2	3	3	
f. Had opportunities to interact with people with different backgrounds, identities and life experiences	10	4	1		
g. Felt you had a positive cohort experience	5	7	1	2	

### III. Program Performance

Now we turn to assessing the performance of the program including coursework, staffing, support services, etc.

10) Overall, how satisfied are you with the following courses? (check)

	Very satisfied (5)	Somewhat satisfied (4)	Neutral (3)	Somewhat dissatisfied (2)	Very dissatisfied (1)	Haven't taken (6)
a. First year Core	10	5	1			
b. Second year Core	8	8				
c. Capstone	6	8	1			
d. Advanced Research Methods	6	7	1			2
e. Foundations of Public Policy	8	6				1
f. Tribal Concentrations	15	1				
g. Electives	6	4	3	1		
h. Individual Learning Contracts	11	2		1		2
i. Internships	3	1		2		8

11) In your opinion, how necessary are the following to your learning? (check)

	Very necessary (5)	Somewhat necessary (4)	Neutral (3)	Somewhat unnecessary (2)	Very unnecessary (1)	Haven't taken (6)
a. First year Core	15		1			
b. Second year Core	13	1				
c. Capstone	13	2				
d. Advanced Research Methods	13					2
e. Foundations of Public Policy	13	1				
f. Tribal Concentrations	15					
g. Electives	12	3				
h. Individual Learning Contracts	11	3				1
i. Internships	6	3	2			3

11b) Comments on coursework?

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12) In your opinion, what three (3) electives offered by the MPA program are most important to your learning goals? (fill, in - can include internships and/or individual learning contracts)

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

13) How satisfied are you with the following in the MPA program? (check)

	Very satisfied (5)	Somewhat satisfied (4)	Neutral (3)	Somewhat dissatisfied (2)	Very dissatisfied (1)
a. Overall quality of instruction	9	5			
b. Team teaching in Core MPA programs	9	5			
c. Contact with faculty	10	4			
d. Feedback from faculty on your work	7	6	1		
e. Evaluation Conferences	6	6	2		
f. Diversity of faculty	11	5			
g. Diversity of students	10	3			
h. Financial Aid	8	1	1	1	1

13b) Comments on instruction?

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

	Very satisfied (5)	Somewhat satisfied (4)	Neutral (3)	Somewhat dissatisfied (2)	Very dissatisfied (1)	N/A (7)
a. MPA Program Director	10	1	1	2		1
b. MPA Assistant Director	9	1	3			1
c. MPA Assistant Director - Tribal	13	2				
d. Registrar's Office	9	3	1	2		
e. Financial Aid Office	8	3	1	1		
f. Admissions Office	8	3	2	1		1
g. Other: _____						

15) Overall, would you like more or less of the following in the curriculum? (check)

	Much more (5)	Somewhat more (4)	No change (3)	Somewhat less (2)	Much less (1)
a. Theory	6	3	5		
b. Practice	9	1	4		

16) Overall, how satisfied are you with the MPA program? (check one)

- 1 8 Very satisfied  
 2 7 Satisfied  
 3 \_\_\_ Neither  
 4 \_\_\_ Somewhat dissatisfied  
 5 \_\_\_ Very dissatisfied

17) To what extent is the program helping you meet your learning goals? (check one)

- 4 11 Great extent  
 3 4 Moderate extent  
 2 \_\_\_ Some extent  
 1 \_\_\_ Little to no extent

18) Would you recommend the TESC MPA program to others? (check one)

- 5 10 Strongly recommend  
 4 5 Generally recommend  
 3 \_\_\_ Possibly recommend  
 2 \_\_\_ Generally not recommend  
 1 \_\_\_ Strongly not recommend

19) Do you have any further comments about the MPA program at TESC?

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(One more page!)

#### IV. Demographics

We ask these questions only for the purpose of categorization.

20) What is your current employment status? (check one)

- 1 4 Not employed while attending classes.
- 2 4 Employed part-time (less than 40 hrs per week while attending classes).
- 3 7 Employed full-time (40+ hrs per week while attending classes).

21) Where are you employed? (check one)

- |                                |  |
|--------------------------------|--|
| 1 <u>3</u> Not Employed        | 6 <u>1</u> Non-Profit Organization       |
| 2 <u>2</u> Private Sector      | 7 <u>1</u> Self-employed                 |
| 3 <u>1</u> State Government    | 8 <u>6</u> Tribal Government             |
| 4 <u>  </u> Federal Government | 9 <u>  </u> Regional or Local Government |
| 5 <u>  </u> Military           |  |

22) How do you identify racially/ethnically? (fill in)

Native - 12  
Non-Native - 2

23) How do you identify yourself? (check one)

- 1 3 Male
- 2 12 Female
- 3    Other

24) Do you identify as gay, lesbian, bisexual, transgender or queer? (check one)

- 1 1 Yes
- 2 14 No
- 4    Unsure or questioning
- 3    Prefer not to respond

25) Do you identify as a person with a disability? (check one)

- 1    Yes and receiving access services
- 2    Yes, but **NOT** receiving access services
- 3 15 No
- 4    Prefer not to respond

26) What is your age group? (check one)

- |                           |                        |
|---------------------------|------------------------|
| 1 <u>  </u> 21 or younger | 4 <u>5</u> 35-44       |
| 2 <u>  </u> 22-24         | 5 <u>3</u> 45-54       |
| 3 <u>5</u> 25-34          | 6 <u>2</u> 55 and over |

**Thank you for your time and participation!**

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**Tally sheet Tribal Cohort**

**11b) Comments on coursework?**

- \*Most electives did not cover tribal or understand the relationship between non-tribal & tribal. Emergency prep instructor did this very well and the nonprofit/gov levels too.
- \*Weekend intensive format is great but I felt like the on-line (moodle) help was not effective.
- \*I feel we did the best we could covering core classes with the workload requirements. A lot more could be gleaned if this was not the case and if the program had more instructors to work with individuals and groups on topics. Bravo to those who guided us through eh course!
- \*Seems to lack in Tribal Finance area. More on funding steams, types of grants, contracts with feds, indirect costs.
- \*Good choice of readings, but need more reading and discussion than writing. Wish we had more diversity of examples from various tribes.
- \*More expert guest speakers, more about grant writing and electives which do not conflict with tribal mpa core classes
- \*I enjoyed every moment I spent in class
- \*To have more people like GMs and CEOs come and speak with the class regarding economics and tribal concentration.
- \*We should have been given more technical writing assignments!!!

**12) In your opinion, what three (3) electives offered by the MPA program are most important to your learning goals? (fill, in - can include internships and/or individual learning contracts)**

Grant Writing 3  
Emergency Prep  
Internship 3  
ILC 4  
Non-Profit Success  
Tribal Economics  
Environmental Policies  
Path to Sovereignty 4  
Local Governance  
Tribal Policy  
ARM  
Rural planning and econ development  
Tribal Laws 2  
Local Government Finance



### **13b) Comments on instruction?**

\*I've had better more inspiring, demanding instruction, but our instructor was rich in experience and facilitated learning from my peers, who were fantastic and knowledgeable too

\*The team teaching is important to me. It was great to have Cheryl Simrell King

\*More would have been better for us and them. I would like to see helping students discover their specialty areas early so after 2 years they can be on the way to mastery with that area or focus.

\*Always include a native teacher even if as an assistant. Encourage certain topics more to get larger variety of research topics relevant to tribes (IE sometimes we would have 3 groups present one topic from the same angle)

\*I like team teaching, but need to switch seminar groups around more often and instructors.

\*To change or eliminate this program will have a major effect for indigenous peoples nationally—my family plan on attending as well as tribal friends. Should this program change, they will not consider attending. This to me is devastating. This is a safer, comfortable learning environment. Never have I had to explain my point.

\*When an area is lacking in the faculty's experience, a guest speaker should be brought in.

\*They are the best.

\*Needs to have more organization for the classes syllabi

\*Our budget lectures and working with budgets was so minimal I do not feel that I learned enough to prepare myself. The faculty needs to familiarize themselves with our research topics rather than quickly forming opinions due to lack of knowledge in their past.

### **19) Do you have any further comments about the MPA program at TESC?**

\*There were a few times that we were locked out of our room (weekend) and the closures on weekends need to made early because of travel. Teach more tribal in the general and have more tribal specific topic as electives. More guest lectures—they were fantastic!

\*The program has many strengths including the ability to encourage students to think critically about what the program has to offer and what needs to change

\*It is a necessary program for tribal advancements and I love it. I do feel the materials or courses could be improved with updated or fresh materials and design that would build even higher levels of skills. Especially in group work—collaborations that lead to entrepreneurship. The program was a bridge to what was lacking in my life and I've learned enough that I do not fear contributing to conversations on issues surrounding Indian Country.

\*Very valuable program, especially to be in WA state where tribes and other govts are regularly working together on things. This helps tribal and non-tribal people provide better services. It applies public admin with issues valuable to tribes that no other program does. Love the cohort style of learning. Inter-year was so much more suitable for working families. Need to help inter-year students work with their tribal ed departments to work on financial aid issue of requiring 12



credits to get their assistance. Our program full-time was only 10 so people took on more making it hard.

\*Need more outreach to other students in other states. Not enough students know about our program and people from other tribes can benefit from the learning style. Also, we all teach and learn from one another.

\*Keep it going and offer more scholarships!

\*I have thoroughly enjoyed this program and it has enriched my learning experience.

\*Move grant writing. Move guest speakers. Less UNDRIP

\*Instruction in how to use a power point and public speaking should be in the 1<sup>st</sup> quarter. All MPA students should take a tribal governance class to better understand jurisdictional issues. The name of Tribal Governance should be changed to Indigenous Governance.

\*This program has had huge impact on the views of public policy. The tribal governance program created a new understanding and importance of networking and learning how to work with any person in the work environment.

\*Do not merge the tribal MPA with the general MPA cohort!!

