**End-of-Program Review for Evergreen Graduate Programs (AY 2019-20)**

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

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

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

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

**Program Name**: \_\_\_\_Master of Public Administration \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Director (or Assistant Director):** \_\_\_Mike Craw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

The MPA program core courses frequently address environmental sustainability and policy as case studies in policy analysis and public management. Topics in core courses this year included environmental justice, racial disparities in impact of Covid-19, participatory and community-based research methods, and policy advocacy. Representative capstone projects included projects on community disaster preparedness and resilience, water resource management, huckleberry preservation on federal lands, and tribal parks management.

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

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

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

Tribal Economics; Social Welfare Policy; Web GIS; Community Planning and Development; Ins and Outs of Indian Law; Tribal Crime and Justice; Project Management; Tribal Policy

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

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

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

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

The MPA program’s core curriculum is built directly on providing students with an understanding of public administration and affairs through a social justice lens. Consequently, the core curriculum includes heavy emphasis on equity and fairness in public policies and outcomes. Topics in core courses included social welfare policy, racial disparities in health and poverty, environmental justice, racial disparities in impact of Covid-19, participatory and community-based research methods, and policy advocacy. Representative capstone projects included tribal economic development, diversity and inclusion of Native Americans in higher education, workforce development, veterans treatment courts, equity in school board races, equity in public sector hiring, local economic development, and English as a Second Language education.

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

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

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

Feminist Approaches to Measurement and Evaluation; Tribal Economics; Politics and the Nature of Leadership; Check Your Bias at the Door; Education Policy; Social Welfare Policy; Storytelling for Nonprofits; Community Planning and Development; Negotiation through a Feminist Lens; Public Administration and Film; Public Law; Project Management; Public Administration and the Constitution; Culture, Conflict, and International Local Government.

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

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| **Core** | **[x]**  | **[ ]**  |
| **Electives** | **[x]**  | **[ ]**  |

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

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

In their final quarter, MPA students complete an applied research project addressing a public issue or policy or responding to a nonprofit or public sector need. Representative capstone projects included projects on community disaster preparedness and resilience, water resource management, huckleberry preservation on federal lands, tribal parks management, tribal economic development, diversity and inclusion of Native Americans in higher education, workforce development, veterans treatment courts, equity in school board races, equity in public sector hiring, local economic development, and English as a Second Language education.

**Electives or concentration courses:**

Courses using service learning this year included Project Management and Strategic Planning. Projects included an analysis of the economic impact of flooding in Centralia; recommendations for local economic development planning; and an overview methods for local responses to poverty.