



THE EVERGREEN STATE COLLEGE  
OLYMPIA, WASHINGTON

**Graduate Program in Public Administration  
Master of Public Administration**

*"You must be the change you wish to see in the world."*  
- Mohandas K. Gandhi

**Washington Higher Education Coordinating Board  
Program Review,  
August 2008**

Graduate Program in Public Administration: Master of Public Administration, CIP # 44.0401

Previous reviews of the Master of Public Administration (MPA) program occurred in 1993, 1999, and 2003.

## **Overview**

Founded in 1980, the MPA program provides high-quality professional education to students pursuing public service careers in public, non-profit, private and tribal governance. The mission of the MPA program, adopted in 2003, 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 our communities.

The MPA program serves as a vehicle for the college's mission and commitment to a meaningful public liberal arts education. Educating and training future public leaders embodies Evergreen's commitment to responsible social change. The MPA program also strengthens the college's town/gown relationships and represents the college in communities and in local, regional, tribal and state governmental entities. Our Tribal Governance MPA is the only MPA of its kind in the country and serves a significant need to prepare indigenous peoples to govern and sustain their tribal communities.

The work of the program is actively linked to many of the core initiatives or values of the college including promoting democracy, social justice and sustainability.

Critical thinking and collaboration are encouraged at all levels of the program; students are both personally and professionally engaged in their learning and in the learning community; theory to practice (and vice versa) is at the heart the program and many classroom assignments are focused on applied action in communities, agencies and organizations. Students and faculty in the MPA program teach and learn across significant differences, both in terms of classroom diversity and in terms of diverse responses to public problems and issues. In 2003, the program adopted Mahatma Gandhi's statement as the program's tagline: "You must be the change you wish to see in the world." Faculty and students (as measured by classroom performance and through assessment) agree that the educational environment encourages students to work, with passion, toward the public good.

There are over 700 TESC MPA graduates, hundreds of whom are living and working in the region, serving communities through their pursuit of better governance and public service.

## **Program Structure**

The MPA program was successfully redesigned in 2002 to meet the increasingly diversified needs of our student population, to provide more flexibility and choice, and to increase access for employed students by offering part-time options and classes scheduled evenings and weekends. The redesign established three concentrations: public and non-profit administration, public policy, and tribal governance.

Public and Non-Profit Administration concentration students select 30 credits of elective coursework that 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.

<b>Degree Requirements for Public and Non-profit Administration Concentration*</b>	
1 <sup>st</sup> and 2 <sup>nd</sup> Year Core	24 credits
Electives	32 credits
Capstone	4 credits
Total Credits	60 credits

Public Policy concentration students prepare for work 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 22 credit hours of elective work in specific policy areas.

<b>Degree Requirements for Public Policy Concentration*</b>	
1 <sup>st</sup> and 2 <sup>nd</sup> Year Core	24 credits
Foundations of Public Policy	4 credits
Advanced Research Methods	4 credits
Electives	24 credits
Capstone	4 credits
Total Credits	60 credits

The Tribal Governance concentration develops administrators who work in both tribal and non-tribal governments and agencies to further the development of tribes in the Pacific Northwest. Because this is a regional program, serving students and tribes throughout the Pacific Northwest region, students in the tribal concentration move through the program as a cohort over a two year period and students are admitted to the program every other year. Students in this concentration complete 20 credit hours of required Tribal Concentration courses and 12 credit hours of electives.

<b>Degree Requirements for Tribal Governance Concentration*</b>	
1 <sup>st</sup> and 2 <sup>nd</sup> Year Core	24 credits
Tribal Concentrations	20 credits
Electives	12 credits
Capstone	4 credits
Total Credits	60 credits

All students complete a 24 quarter-hour Core curriculum, taught over two years, covering what the faculty considers the essential foundational knowledge of an Evergreen MPA degree. Core programs are team-taught, interdisciplinary learning communities. Students complete the program in a summative 4 credit hour Capstone experience which includes reflection, integration and a demonstration project putting theory and experience to work in the field.

Students are strongly encouraged to proceed through the program in a specific cohort. At any given time there are three cohorts: general track first year and general track second year cohorts that begin every Fall, and the tribal governance cohort that begins in Fall quarter every other year. Most of the tribal governance cohort completes the program in approximately two years. About 50% of the general cohort completes the program in approximately two years; the majority of general cohort students complete the program in no more than 4 years.

In 2006, we partnered with the Master of Environmental Study (MES) program to matriculate the first joint MES/MPA degree students (CIP 03.0299). The joint degree program is discussed in the MES program review.

-----  
 \* Program requirements change beginning AY 2008-2009. Economics is no longer a required prerequisite and is built into Core curriculum. Students take 26 hours of Core; electives will be reduced by 2 credit hrs.

## **Faculty & Program Administration**

The MPA program is staffed by a half-time Director (who also teaches 1/2 time) and two full-time Assistant Directors (MPA Assistant Director and MPA, Tribal Assistant Director). The Director is a rotational position, typically held by a faculty member who regularly teaches in the MPA program. The Director is contracted for a 3-4 year term.

At this writing, six continuing (tenured or tenure track) faculty members who hold terminal degrees in public administration or related fields regularly teach in the MPA program. In addition, the program employs longer-term visiting faculty who are also trained in the field as well as many qualified practitioner-adjuncts. Continuing faculty members who regularly teach in the MPA program usually teach in MPA for 2-3 years and then rotate out into other curricular or administrative areas of the college for 1-2 years, returning to MPA at the end of the rotation. MPA faculty members also often serve in administrative posts at the college. FTE data for the review period is reported in Table 1.

**Table 1**  
**Faculty FTE**

<b>AY 2003-04</b>	<b>AY 2004-05</b>	<b>AY 2005-06</b>	<b>AY 2006-07</b>	<b>AY 2007-08</b>	<b>AY 2008-09</b>
6.0 (5.5 continuing and visitors & .5 adjunct)	6.0 (5.5 continuing and visitors & .5 adjunct)	6.0 (5.5 continuing and visitors & .5 adjunct)	6.0 (5.5 continuing and visitors & .5 adjunct)	6.67 (6.0 continuing and visitors & .67 adjunct)	7.08 (6.58 continuing and visitors & .5 adjunct)

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. We host major events annually including conferences, symposia and our annual Working with Legislators training session. Most faculty members are involved in community-based, pro-bono work to support regional agencies and organizations.

## **Continuing Need**

As a result of extensive public and other stakeholder consultation, the 2008 Strategic Master Plan for Higher Education in Washington (Washington Higher Education Coordinating Board, 2007) identified two goals: to create a higher education system that expands degree, certificate and apprenticeship opportunities for all Washingtonians, and to create a system that responds to the state's economic needs. The TESC MPA program contributes to achievement of these goals given our geographic location, unique offerings, degree concentrations and the accessibility of our program for working adults.

This is the only MPA program offered in the South Puget Sound and state capital region. Other options are available in the state to prospective students of public administration at the University of Washington, Seattle University, and Washington State University at Vancouver (Master of Public Affairs). However, these are geographically inconvenient for residents of South Puget Sound and offer a different philosophical and pedagogical approach to the subject. The TESC

MPA program is accessible to residents in the Pacific Mountain region—Thurston, Mason, Grays Harbor, Pacific and Lewis counties—and to those living in the Olympic Consortium area, i.e. Clallam, Jefferson, and Kitsap counties.

In addition, as noted above, our Tribal Governance concentration is the only MPA of its kind in the country and serves a significant need to prepare indigenous peoples to govern and sustain tribal communities. Our Tribal Governance concentration serves students from tribes across the state of Washington and from Oregon, Idaho and Montana. Also, non-tribal students working for tribes or in agencies as tribal liaisons pursue the Tribal Governance concentration.

The MPA program prepares graduates for a wide variety of career options in all employment sectors, for example as program managers, policy analysts, researchers, and public service professionals in state, regional, tribal and local governments. The 2006 HECB State and Regional Needs Assessment projects that our Pacific Mountain region alone will require an additional 49 general and operations managers annually through 2012; the Olympic Consortium area will need 31 general and operations managers and 20 management analysts each year. The assessment also identifies a mismatch between the demand for and supply of appropriately educated workers in key occupations such as research. The report further notes that employers increasingly prefer, even for positions requiring a high degree of technical skill, candidates with the more general skills taught in an MPA program—management, communication, and teamwork.

The general track concentration offers full-time and part-time options and courses scheduled evenings and weekends to maximize accessibility for working adults. The majority of our students are working adults (average age = 37; 90% employed), and we believe the program restructuring has increased access for those who have jobs, families and other responsibilities (see Student Demand below). In addition to improved scheduling options, students can experience the benefits of a cohort-based/learning community model of education by enrolling in as few as 4 Core credit hours per quarter.

As with Evergreen's other offerings, the MPA at Evergreen is unique as compared to MPA programs across the country and in the region: students move through their Core coursework with their cohort; Core classes are taught by interdisciplinary faculty teams (as well as some electives); narrative evaluations substitute for grades and students learn, in collaboration with faculty, to develop, measure and track their own learning goals; we use a seminar model of teaching/learning; we create learning communities in the classroom and within cohorts; and most classes include experiential curricular components. In addition, our focus on social justice and social change is unique (only a handful of MPA programs, nationwide, have a similar focus).

Student Demand/Students Served: Student demand for the program has steadily increased over the last five years, reflecting national trends and program success. As can be seen in the tables in Appendix 1, student headcount and FTEs have increased annually since 2002. The number of degree seeking students has increased from 84 in 2002 to 122 in 2007. Applications for the program have also increased every year. In the general cohort, we closed admissions in early spring the last three years – a stark contrast to years past when admissions stayed open well into September (for the Fall 2008 cohort, we had 98 applications for 50-55 seats – see complete Admission data in Tables D-G, Appendix 1). We've consistently maintained a tribal cohort of between 20-25 students (our first Tribal cohort matriculated in 2002; our fourth Tribal cohort will matriculate in Fall, 2008). There appears to be no end in sight to demand for the program and word seems to be getting out in the region that the TESC MPA is a high demand, regional MPA program.



In addition, we are serving an increasingly diverse population. Our tribal cohort consistently serves a majority of Native American/Alaskan Native students and we are increasingly serving more students of color in our general cohort, as can be seen in Table A in Appendix 1. In 2007, 31% of our students were students of color and 69% were female.

We mostly serve Washington state students (which explains why most of our alumni are working and practicing in the region): in 2007, 98% of our students were Washington residents.

### **Assessment**

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% (we use in-class data gathering methods to maximize response rates).

As indicated in Table 2, 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. Generally, students are satisfied with the program, would recommend it to others, have high levels of satisfaction with the quality of instruction and, 87% of students surveyed in 2008 believe they are meeting their learning goals to a great or moderate extent.

**Table 2**  
**Student Satisfaction Indicators**

	<b>2003</b>	<b>2005 All cohorts</b>	<b>2006 All cohorts</b>	<b>2007 All cohorts</b>	<b>2008 All cohorts</b>
<b>Satisfaction with program</b> (combined very satisfied and satisfied)	<b>52%</b>	<b>89%</b>	<b>57%</b>	<b>94%</b> (42% very satisfied; 52% satisfied)	<b>86%</b> (36% very satisfied, 51% satisfied)
<b>Recommend Program?</b>	<b>73%</b>	<b>72%</b> strongly or generally; 27% possibly	<b>55%</b> strongly or generally; 27% possibly	<b>89%</b> strongly or generally; 7% possibly	<b>84%</b> strongly or generally; 15% possibly
<b>Quality of Instruction</b> (combined very satisfied and satisfied)		<b>94%</b>	<b>72%</b>	<b>95%</b>	<b>90%</b> (50% very satisfied, 41% somewhat)
<b>Program Meets Learning Goals</b> (combined great and moderate extent)					<b>87%</b> (46% great extent, 41% moderate extent)

Our main outcome measures relate to perceptions of mission accomplishment. Annually, 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 can be seen in Table 2, the program seems to be delivering (as measured by 85% or more responding either “great” or “moderate”) in most mission areas. While the following mission areas still have a large percentage of students indicating “great” or “moderate,” there is room for improvement in delivering on these mission elements: thinking creatively; imagining new possibilities; valuing fairness and equity & embracing diversity.

**Table 3**  
**Meeting the Mission**  
**(2008 Student Survey Data)**

	<b>Moderate to Great Extent</b>	<b>To Some Extent or Less</b>
<b>Think Critically</b>	90%	10%
<b>Accomplish Positive Change</b>	88%	12%
<b>Work Collaboratively</b>	87%	13%
<b>Advocate on Behalf of Public</b>	86%	14%
<b>Communicate Effectively</b>	85%	15%
<b>Imagine New Possibilities</b>	84%	16%
<b>Think Creatively</b>	81%	19%
<b>Embrace Diversity</b>	73%	27%
<b>Value Fairness &amp; Equity</b>	74%	26%

In 2006-2007, 100 hundred MPA alumni responded to an on-line survey. The majority of the respondents were 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 (with “7” being most helpful), 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 (statistically significant difference). Those who graduated before 2001 are somewhat less likely to recommend the program (average=5.69) compared to all alumni (average=6.02).

Alumni data are consistent with student evaluation data, 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). Consistent with student feedback, the most frequent things alumni wanted from the program but didn’t get were financial management/budget and personnel/HR management skills.

### **Plans to Improve Quality and Productivity**

Now that a structure exists that appears to work for students, the faculty agree 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.

Our curriculum currently is in line with national standards, according to a recent report issued by a national task force on educating for excellence in the MPA degree<sup>1</sup>. According to the task force, “professional education must take the student from the abstract to the concrete [and vice versa]...it should foster reflexivity, the quality that enables the graduates to engage in praxis, i.e.,

<sup>1</sup> Henry, Nicolas, Charles T. Goodsell, Laurence E. Lynn, Jr., Camilla Stivers & Gary L. Wamsley (2008). “Excellence in PA Report, Final Installment: Report of ASPA’s Task Force on Educating for Excellence in the MPA Degree.” PA Times, July.

to interrelate theory and practice – moving from one to the other and back again...the development of practical wisdom.”<sup>2</sup> The MPA program builds skills, encourages critical thinking and provides opportunities for students to apply their learning through real projects.

While we seem to be doing what is needed to increase demand for the program and to meet national standards, we need to continue to work toward building curricular agreement around our Core programs and to develop “core competencies” for the MPA. Agreed upon core competencies can, to some degree, address the variability in curricular consistencies that often result from a program staffed by a faculty that rotates in and out of the program. We also need to ensure we have strong offerings in the skill/knowledge areas that students and alumni perceive as weak: budget and financial management and human resource management (our 2008 curriculum reflects this).

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?” Retaining a strong, consistent faculty team, with folks whom regularly teach in MPA, has been a perennial problem for our program – we must find ways to increase faculty stability and retention.

Because we are still working on how core competencies are related to the way we educate at Evergreen, assessing student learning outcomes is a challenge. We gather annual student satisfaction and perception data, and we assess learning in myriad ways (faculty write narrative evaluations of students’ work, students write self-evaluations, students write faculty evaluations, students report on perceptions of meeting learning goals in annual survey). Yet we would like to revisit and more clearly define the MPA learning goals/objectives and further develop criteria by which their achievement is demonstrated. Unlike other institutions, we do not directly measure achievement by grades or standardized/national tests, and we do not collect program-wide, anonymous data about individual classes and faculty members. Student perception data is a viable interim measure of student outcomes but it is not sufficient over the long run; the program needs to continue to work on developing program-wide (and class-specific) outcome measures and then develop the means to assess these on a regular basis.

---

**Report Composed by:**

Cheryl Simrell King, Ph.D. Director, MPA Program  
Carrie Lybecker, Intern (MPA Student)

**With Assistance from:**

Julie Slone, Executive Assistant to the Provost  
Laura Coghlan, Institutional Research and Assessment

August 13, 2008

---

<sup>2</sup> op cit, p. 21.



## Appendix 1

**Table A - Masters of Public Administration  
Demographics of Enrolled MPA Students Fall Quarters 2002 to 2007**

Fall Quarter*	2002**	2003	2004***	2005	2006	2007
<b>TOTAL STUDENT HEADCOUNT</b>	<b>101</b>	<b>104</b>	<b>119</b>	<b>126</b>	<b>133</b>	<b>140</b>
*Source: 10 <sup>th</sup> day Enrollment reports					24 Tribal 109 General	27 Tribal 113 General
**1st MPA Tribal cohort admitted Fall02, and new curriculum format begins for 1st year cohort.						
***2nd MPA Tribal cohort admitted, which is the first "high-demand" cohort; high demand funds only provided separately for one year, then rolled into base in 2005.						
<b>Male</b>	35	36	41	47	45	43
<b>Female</b>	66	68	78	79	88	97
<b>% Female</b>	65.3%	65.4%	65.5%	62.7%	66.2%	69.3%
<b>African-American</b>	4	7	8	9	7	11
<b>Asian/Pac Islander</b>	7	5	5	6	6	6
<b>Native American/Alaskan Native</b>	17	17	18	16	23	22
<b>Hispanic</b>	5	2	3	5	3	4
<b>White</b>	63	63	73	82	85	84
<b>Not Indicated/Other</b>	5	10	12	8	9	13
<b>SUBTOTAL STUDENTS OF COLOR</b>	33	31	34	36	39	43
<b>% Students of Color</b>	32.7%	29.8%	28.6%	28.6%	29.3%	30.7%
<b>Average Age</b>	38	38	37	36	36	37
<b>Washington Resident</b>	97	100	116	121	129	137
<b>Non-resident</b>	4	4	3	5	4	3
<b>% Washington Resident</b>	96.0%	96.2%	97.5%	96.0%	97.0%	97.9%
<b>Regular (degree-seeking)</b>	84	88	109	120	118	122
<b>Special (non-matriculated)</b>	17	16	10	6	15	18
<b>Low Income (<math>\leq</math> 150% of federal poverty level)</b>	24	28	30	32	29	45
<b>% Low Income</b>	23.8%	26.9%	25.2%	25.4%	21.8%	32.1%
<b>First Generation to have earned Bachelor's degree</b>	19	22	26	28	30	38
<b>% First Generation</b>	18.8%	21.2%	21.8%	22.2%	22.6%	27.1%
<b>Disability (reported)</b>	3	6	10	10	7	5
<b>% with reported disability</b>	3.0%	5.8%	8.4%	7.9%	5.3%	3.6%

Table B MPA Annual Average FTE* History						
Table B MPA Annual Average FTE* History	02-03	03-04	04-05	05-06	06-07**	07-08***
Actual Annual Average FTE	67.1	62.4	68.3	86.1	93.5	87.0
Target Annual Average FTE	80.0	80.0	80.0	80.0	80.0	80.0
<i>difference: actual FTE - target FTE</i>	-12.9	-17.6	-11.7	6.1	13.5	7.0

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

\*\*Beginning in 06/07, TESC degree-seeking employees who are admitted as full status degree-seeking students are counted toward FTE targets.

\*\*\*07-08 Annual Average FTE reflects not a reduction in students but, rather, that part of the curriculum was provided through a self-sustaining extended education series. In 2008-2009, these courses will be offered through MPA. An increase in faculty FTE reflects this change in curricular staff.

Table C  
MPA – Degree Awarded\*  
2002-2007

Academic Year	02-03	03-04	04-05	05-06	06-07	07-08
Total # of MPA Degrees Awarded*	28	27	24	48	44	not yet available

\*Number of MPA degrees awarded fall through summer of each academic year, run as of 8/05/08

**Table D**  
**MPA - Admission, Retention, and Graduation\***  
**2002-2007**

Fall Quarter	2002	2003	2004	2005	2006	2007
# of New Degree-seeking MPA Students	49	42	59	44	56	50
		20 TMP 39 OLY		19 TMP 37 OLY		
Fall-to-Fall Retention	F02-F03	F03-F04	F04-F05	F05-F06	F06-F07	F07-F08
# of New MPA students retained to 2nd fall quarter	39	36	54	40	47	not available
Retention rate to 2nd fall quarter	79.6%	85.7%	91.5%	90.9%	83.9%	not available
Graduation Rate for New MPA Admits	Degree by summer 04	Degree by summer 05	Degree by summer 06	Degree by summer 07	Degree by summer 08	Degree by summer 09
# of New MPA who earned degree within 2 years	23	10	34	23	not available	not available
Graduation rate within 2 years	46.9%	23.8%	57.6%	52.3%	not available	not available
	Degree by summer 05	Degree by summer 06	Degree by summer 07	Degree by summer 08	Degree by summer 09	Degree by summer 10
# of New MPA who earned degree within 3 years	34	20	46	not available	not available	not available
Graduation rate within 3 years (cumulative)	69.4%	47.6%	78.0%	not available	not available	not available
	Degree by summer 06	Degree by summer 07	Degree by summer 08	Degree by summer 09	Degree by summer 10	Degree by summer 11
# of New MPA who earned degree within 4 years	38	28	not available	not available	not available	not available
Graduation rate within 4 years (cumulative)	77.6%	66.7%	not available	not available	not available	not available
	Degree by summer 07	Degree by summer 08	Degree by summer 09	Degree by summer 10	Degree by summer 11	Degree by summer 12
# of New MPA who earned degree within 5 years	39	not available	not available	not available	not available	not available
Graduation rate within 5 years (cumulative)	79.6%	not available	not available	not available	not available	not available

\*Retention and Graduation data (AW only) updated as of 08/08/08.

**Table E -  
MPA Program Admissions (all cohorts)**

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

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

<b>Enrolled</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>
<b>Total New MPA # enrolled</b>	<b>49</b>	<b>42</b>	<b>59</b>	<b>44</b>	<b>56</b>	<b>50</b>
<b>yield from admission</b>	<b>89.1%</b>	<b>80.8%</b>	<b>77.6%</b>	<b>77.2%</b>	<b>70.0%</b>	<b>79.4%</b>
<b># students of color enrolled</b>	21	6	23	10	21	17
<b>SOC yield from admission</b>	105.0%	75.0%	76.7%	71.4%	75.0%	85.0%
<b># WA residents enrolled</b>	43	37	55	39	49	49
<b>WA resident yield from admission</b>	91.5%	82.2%	84.6%	79.6%	75.4%	80.3%
<b># non-residents enrolled</b>	4	3	2	1	3	1
<b>non-resident yield from admission</b>	100.0%	75.0%	28.6%	50.0%	37.5%	50.0%
<b># contested res enrolled</b>	2	2	2	4	4	0
<b>contested res yield from admission</b>	50.0%	66.7%	50.0%	66.7%	57.1%	NA

*\*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.*

Table F Tribal Cohort MPA Admissions		
Completed Applications	Fall 2004	Fall 2006
# completed applications	22	29
# completed applications from <b>students of color*</b>	19	19
<b>Admission</b>	<b>Fall 2004</b>	<b>Fall 2006</b>
# offered admission	22	28
% admitted	100.0%	96.6%
# students of color offered admission	19	19
% <b>SOC</b> admitted	100.0%	100.0%
<b>Enrolled</b>	<b>Fall 2004</b>	<b>Fall 2006</b>
# enrolled	20	19
yield from admission	90.9%	67.9%
# students of color enrolled	17	14
<b>SOC</b> yield from admission	89.5%	73.7%
<i>*Students of Color in this presentation include African-American, Asian/Pacific Islander, Native American/Alaskan Native, and Hispanic/Latino students.</i>		
<i>Note: The first Tribal track MPA cohort was identified in Winter 2003, thus, there is no fall quarter admissions history available for Fall 2002.</i>		



**Table G**  
**General Cohort MPA Admissions**  
**2002-2007**

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

<b>Admission</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>
<b># offered admission</b>	<b>55</b>	<b>52</b>	<b>54</b>	<b>57</b>	<b>52</b>	<b>63</b>
<b>% admitted</b>	<b>80.9%</b>	<b>81.3%</b>	<b>96.4%</b>	<b>90.5%</b>	<b>83.9%</b>	<b>88.7%</b>
<b># students of color offered admission</b>	<b>20</b>	<b>8</b>	<b>11</b>	<b>14</b>	<b>9</b>	<b>20</b>
<b>% SOC admitted</b>	<b>90.9%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>93.3%</b>	<b>75.0%</b>	<b>95.2%</b>

<b>Enrolled</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>
<b># enrolled</b>	<b>49</b>	<b>42</b>	<b>39</b>	<b>44</b>	<b>37</b>	<b>50</b>
<b>yield from admission</b>	<b>89.1%</b>	<b>80.8%</b>	<b>72.2%</b>	<b>77.2%</b>	<b>71.2%</b>	<b>79.4%</b>
<b># students of color enrolled</b>	<b>21</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>17</b>
<b>SOC yield from admission</b>	<b>105.0%</b>	<b>75.0%</b>	<b>54.5%</b>	<b>71.4%</b>	<b>77.8%</b>	<b>85.0%</b>

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

*Note: Tribal cohort MPA excluded from Fall 2004 and Fall 2006.*

*Note: The Fall 2002 Student of Color yield is not an error in this table; 19 of the original 20 SOC who were offered admission did subsequently enroll, plus two additional new matriculated students of color who were not yet captured as matriculated in the student application tracking system as of 10th day.*