**the
evergreen
state
college**
olympia,washington

MPA

master of
public administration

Analytical Techniques for Public Service (ATPS) II
Winter 2019

Lecture meets in
Seminar rooms:
See Canvas for up-to-date schedule and assignment information

Faculty	Email	Office Hours
Lucky Anguelov	anguelol@evergreen.edu	By Appointment
Cali Ellis	ellisc@evergreen.edu	Th 1-4 pm
Cheryl Simrell King	kingcs@evergreen.edu	By Appointment

TESC MPA MISSION STATEMENT

"Be the Change"

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; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

COURSE DESCRIPTION AND OBJECTIVES

Analytical Techniques for Public Service is a two-quarter long Core program for second-year MPA students. While we will focus each quarter on specific approaches to applied public service research, the intent is that the learning objectives of the program are achieved across both quarters. The learning objectives include:

● Understand research methodology; understand *why* we do research in public service;
● Understand how various approaches can be used to maintain the status quo and/or as instruments of positive social/economic/political change.
● Be able to situate analytic techniques in management/public policy (the context); understand the importance of these techniques;
● Understand analytic techniques in practice (public policy; budgeting and finance; performance measurement and management; evaluation research; etc);
● Become competent in quantitative and quantitative data collection and analysis;
● Develop skills in communicating about data (displaying data; presentations) and writing research reports; and
● Become a savvy and sophisticated consumer of research.

In the Winter quarter, students collect and analyze the data collected in the research proposal designed last quarter; create documents and other materials to convert data into information; and, present research results in various forms.

EXPECTATIONS

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Format of Assignment Submissions: All papers will be submitted as requested by your seminar faculty member. All papers must meet assignment parameters and cite works using the American Psychological Association citation style. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please contact the Graduate Writing Assistant. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Are not accepted without prior (to deadline) approval by your seminar faculty member. Multiple late assignments put you at risk for no credit.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoguing with the guest speakers. If an absence is unavoidable, *faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case.* Make-up work must be completed by the end of the quarter for course credit. Multiple absences put you at risk for no credit.

Use of Electronic Devices: The class is participatory and the learning community is dependent upon people being present to what is happening in class. Research shows that using electronic devices can be distracting and deleterious to the learning experience and to the learning community. Further, research suggests that typing notes on a keyboard rather than writing out longhand results in shallower processing of the concepts. Yet we acknowledge the limited, key situations where these devices are necessary. These situations include: accessing the Canvas site when course materials are being explained; workshops where laptops help teams track requirements and output; practical exercises in class where spreadsheets or other templates are needed; and individual situations where accommodation must be made through technology. In short, put away your devices (laptops, phones, tablets) except when otherwise instructed (we recognize that some may be accessing readings electronically and will use a device in seminar). If an emergency requires you to track activity on your phone, please inform a faculty member.

Teamwork: The expectations of students as individuals applies to expectations of individuals in project teams as well. Each team member is expected to behave as part of a learning community. The division of labor in teams should respect differences among members while ensuring maximum participation of all team members. Conflicts with the team should be resolved by team members to the greatest extent possible. It is not the role of faculty to adjudicate conflicts within teams unless they involve violations of college policies.

Throughout both quarters, you will write and receive regular peer feedback team evaluations via ITP Metrics (The Individual and Team Performance (ITP) Lab at University of Calgary). These are research-backed evaluations designed to help you understand your personal strengths and challenges and assess team health to help manage conflicts throughout the 2 quarters you are working on your group project. **You are expected to complete all peer and team evaluations** that are sent via email and use them with your group.

Credit: This MPA Core course is taught a bit differently than other Cores: students will receive 12 graduate credits at the completion of the Winter quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other people's' work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: As noted above, ATPS is a two quarter course. Successful completion occurs at the end of the second quarter of the course, for 12 credits. Faculty advisors will meet with research groups as groups during the evaluation period, but will not will not submit written evaluations. Faculty advisors will hold brief evaluation conversations with individual team members at that time to share thoughts on individual student progress. Written self-evaluations are required at the end of each quarter. Evaluations are considered "submitted" only when posted through the College portal.

Accommodations: are provided for any student who desires them through Access Services, the Graduate Writing Assistant, and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy here.

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the social contract, the student conduct code and the non-discrimination policies and procedures at TESC.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of second year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main

campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel class even if campus is open. If we do this we will send an all-class email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies here.

Communicating with Each Other: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

READINGS

Davenport, Thomas H. 2014. *Big Data at Work: Dispelling the Myths, Uncovering the Opportunities*. Cambridge: Harvard Business Review Press.

Donahue, John D. and Richard J. Zeckhauser. 2012. *Collaborative Governance: Private Roles for Public Goals in Turbulent Times*. Princeton: Princeton University Press.

Evergreen, Stephanie. 2016. *Effective Data Visualization: The Right Chart for the Right Data*. 1st Edition. Sage Publications.

Goffman, Alice. 2015. *On the Run: Fugitive Life in an American City*. New York: Picador.

Goldrick-Rab, Sara. 2016. *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. Chicago: University of Chicago Press.

Continued from Fall quarter: Singleton Jr., Royce A & Bruce Straits. 2018. *Approaches to Social Research*, 6th Edition. New York: Oxford University Press.

Other readings posted to Canvas, TBA

ASSIGNMENTS

The primary goal for both quarters of ATPS is to give you direct experience with applied primary research. You will, soup to nuts, design and deploy a research project that informs a public, policy, organizational or social/cultural question or challenge. In other words, **it's real**.

We will work on defining and narrowing research questions, designing instruments to collect qualitative and quantitative data, ensuring the privacy and safety of research participants, collecting and analyzing data and reporting your findings. These projects will be done **in teams**.

As with last quarter, some assignments are project-based (done in project teams); other assignments are individual assignments (done individually).

Unless otherwise noted, assignments are due by 6:00 PM on class day, in the weeks noted on the schedule (posted separately). All assignments are to be submitted via Canvas.

Week 1: Research Plan (Team Project) Now that you have the schedule for the rest of the year, it's time to make a detailed plan for completing your project - as one would do fin project management. Your research plan is the next level of detail from the proposal you completed in December and includes these specific deliverables: who, what, when, where, how. **Define the roles of members in your group at each stage of the work. State the timing and approach for what you will do around data collection,**

analysis, and production related to your project. Include a complete data dictionary (that you started last quarter). This deliverable is intended to be useful to you. Use a format that works for your group but includes the elements described here. The product could be built in project management software, could just be a table o**f activities and dates, or some other approach.**

Week 1: Second Reflective Memo on the Research Process and Expectations (Individual): You are about to begin the process of collecting both quantitative and qualitative data. The latter, especially, necessarily involves a process of self-reflection on you as a researcher. Reflecting on what you learned in the Fall quarter, take notes for yourself about what research means to you, personally. **Reflect on how your own approach to research as part of the 2nd year of your MPA program has evolved. What do you think about the topic your group is working on? Are you satisfied with how your group developed your research question and strategies? What surprised you about the research process? What kind of researcher do you think you are now? How does this fit in with your overall experience in the MPA program?** This is an exercise in self-reflection to compare to what you wrote at the beginning of ATPS. *2 pages, double spaced.* This paper will not be graded, it is for your self-reflection as a researcher only**.**

Week 1: Telling the Research Story (Individual). Every research report is, in essence, a story. Some reports are framed in a particular story telling frame (e.g., an academic paper or book; a white paper; a popular culture article or book. In *On the Run: Fugitive Life in an American City*, author Alice Goffman chooses a particular way to tell the story of the lives of poor black men. Malcolm Gladwell called the work "extraordinary," and in The New York Review of Books, Christopher Jencks hailed it as an "ethnographic classic." Your job in this 2-page, double-spaced paper: **analyze Goffman's storytelling frame/perspective. What about it makes it compelling, or not? Who is her audience? How does the frame reflect the research (and the subjects) and audience appropriately, or not. If you were to tell a similar story of an extraordinary piece of ethnographic, or qualitative research, how would you choose to tell the story**?

Week 2: Survey Pilot Analysis (Team Project). Pretest, or pilot, your survey to at least 10 respondents. Try to ensure the respondents are similar to the folks you hope to be participants in your research. **Have them take the survey, and do so with a one-page form of your making next to them, asking about the survey construction, if they have any problems with questions, etc. Ask them to fill out the Survey Feedback Form while they are piloting the survey. Submit a 2-page, double-spaced, description of your pilot test and specific information about proposed changes (if any) in your collection methods**. Know that any substantive changes to your survey will need approval from Evergreen's IRB. Non-substantive changes include: changing the wording of a question slightly; changing a scale; doing away with questions. Include a copy of the piloted survey as an attachment to your paper.

Week 2: Get Familiar with Microsoft Excel Homework Assignment (Individual). For this assignment, you will be given a data set (in Microsoft Excel), and will be asked to: **(1) clean and fix possible irregularities in the data; (2) transform variables by assigning individual numeric values to groups. Submit: transformed data set in Excel spreadsheet (data set to transform will be posted on Canvas).**

As you collect data, you may need to perform actions to help prepare the data for processing. This preparation both reviews the data for errors and inconsistencies as well as places the data into a format and structure required by Microsoft Excel to perform a range of analyses. Perhaps the most critical data preparation task is data cleaning, the finding and possible fixing of irregularities in the data you collect. You may need to reformat the data you have collected. Reformatting can mean rearranging the structure

of the data or changing the electronic encoding of the data or both. After you have collected data, you may need to reconsider the categories that you defined for a categorical variable or transform a numerical variable into a categorical variable by assigning the individual numeric values to one of several groups. In either case, you can define a recoded variable that supplements or replaces the original variable in your analysis. For example, having already defined the variable class standing with the categories freshman, sophomore, junior, and senior, you decide that you want to investigate the differences between lowerclassmen (freshmen or sophomores) and upperclassmen (juniors or seniors). You can define a recoded variable UpperLower and assign the value Upper if a student is a junior or senior and assign the value Lower if the student is a freshman or sophomore.

Weeks 3, 5 & 8: Policy Memos (Individual) "Memoing" is an important administrative skill. Memos are letters written to a specific decision-maker that define an administrative problem within the organization, analyze that problem, and recommend a course of action.

The ability to write a strong and concise policy memo is one of the most important skills for policy practitioners in all fields. Select an issue, based on the content of the assigned book, and write a targeted policy memo to a specific policymaker identifying the problem and providing potential feasible solutions. For guidance on policy memo writing, see the posted reading from Behn (2012) and the USC Guide: Writing A Policy Memo on the Fall Week 3 Canvas site. *1 page, single spaced, including an executive summary*.

Week 4: Data Analysis with Microsoft Excel Homework Assignment: Hypothesis Testing (Individual). For this assignment, you will be **given a data set and specific hypotheses to test using: (1) t-tests; and (2) chi-square tests. Submit: a one-page summary of the results (also submit the Excel file uses to test the hypotheses).**

Hypothesis testing typically begins with a theory, a claim, or an assertion about a particular parameter of a population. When researchers are interested in comparing the counts of categorical responses between two independent groups, they develop a two-way contingency table to display the frequency of occurrence of items of interest and items not of interest for each group. Subsequently, a chi-square test for the difference between two proportions can be used. For continuous data, we use t-test for the mean.

Week 4: Capstone Idea (Individual or Team) Capstone Projects can be completed by individuals or teams. **Submit to the faculty team a short description of your Capstone project idea (think about using a one page memo format for this).** If you are going to collect primary data or information from people, you'll need to indicate that you plan to do a Human Subjects Review at Evergreen and also at any participating organization (should it be required by that organization). The faculty team will review your outline, give you feedback, and faculty sponsors will be assigned. You may, of course, approach an individual faculty member directly about sponsoring your project. We will take all preferences into consideration.

Week 4: Analysis Plan (Team Project) Earlier, you provided your project plan. At this point you know a lot more about your specific qualitative and quantitative findings and the tools you will use to analyze your data. **What is your plan for analyzing your data? What software will you use? What statistics will you calculate? How will you compile and analyze your qualitative data?** Like the research plan from January, the format for this should be something that works for your group. Submit the format that your group has chosen to organize this plan, but, if the write up is a traditional report, 2-3 pages double spaced.

Week 6: BYO Awesome Data Visualization Analysis and Paper (Individual) Search the web for a particularly interesting single visual presentation (beautiful visualization) of a complex idea. This could be a table, graphic, illustration, etc. from a research article (can be from previous work you have done for class). Your awesome single visual presentation should not be animated. Like the BYO Research Paper (below), you will do three things with this visualization: **1) Bring it to class to share, 2) post it to Canvas, and 3) provide a written response to the visualization. Your written submission should describe the findings, and share your perspective about why you find it interesting and effective.** As with the BYO research paper, we will share as many of the BYO visualizations as we have time for in seminar, so be prepared for an oral presentation along the lines of your written submission. The review piece is 2 pages, double spaced.

(Week 6) Capstone Proposal (Individual or Team) The proposal (maximum 3- 4 double-spaced pages) is comprised of **short responses to each the following bullets only:**

- Background
- Objective(s)/Purpose/Intentions
- Methods or Techniques
- Deliverables/Outputs – outputs are the actual products of your work (meetings, reports, presentation to organizations, etc.)
- Expected Outcomes – outcomes are the anticipated or hoped for effects of your work
- How does your proposed project demonstrate KSAs?
- How does your proposed project demonstrate the MPA Mission?
- How will the work contribute to positive change?
- Proposed project timeline.

Before the beginning of Spring term, teams/individuals will meet with the sponsoring faculty to revise and finalize proposals. Your proposal must be approved by your sponsoring faculty and approved with HSR, if applicable, before the first Thursday of class in Spring term.

Week 7: Bring Your Own (BYO) Study/Report Analysis (Individual)*.* You will select a research paper of a public policy/public administration topic and dissect it as if you were planning to undertake a similar project yourself. **Bring the reading to class for seminar and post it to Canvas, along with your analysis, so your seminar leader can see the details. Write your analysis using the same format you used in Fall quarter to review/critique research articles/reports.** In seminar, we will share as many of these studies and responses as possible. You do not need to make copies of the BYO paper for everyone in seminar; describing it is enough.

(Week 7) Data Analysis (Team Project) Congratulations! Time to see what you've discovered. Share six key findings from your research (**three key findings from qualitative** data (focus groups and/or interviews) and **three key findings from the quantitative** data (survey). Your discussion can be quite brief. You may want to use a table, or graphics, to summarize your quantitative findings. The point is to have done a rigorous analysis of the data and to identify findings of interest. 3-5 pages, double spaced. Tables, graphics, etc. may require extra pages -- that's ok.

Final Products (Team Project) Your research project has involved two different kinds of data (qualitative and quantitative). You have analyzed your quantitative data using basic statistics. You have turned your qualitative data from raw collected data into useable information. Now you are asked to produce three kinds of output:

(1) A research report, **which we are calling a research compendium**, much like a journal article or a white paper, describing your research strategy, your methods, your findings, and your conclusions. Start with an edited version of the fall quarter final research proposal. The compendium is a collection of your work, an intellectual warehouse that you will have to demonstrate the extensive work you completed this year. The compendium includes these elements: abstract, introduction/problem statement, literature review, data collection methods (including instruments, in appendices), results, discussion, conclusions, reference list. Maximum: 20 pages, double spaced (not including appendices).

(2) An **audience-specific written piece** that is a much briefer, more focused and directed, version of your research findings. Define the audience and draft written materials that speak directly to them. The product can be a brochure, editorial, press release, grant proposal, testimony, policy memo, etc.

(3) An **audience specific visual and oral presentation** that very, very briefly describes your research strategy, methods, and findings. Again, you define the audience. We'll let you know how much time you have. You are encouraged to explore unique and creative ways to portray the findings of your project.

(Week 8) Draft of Audience-Specific Presentation (Team Project) This corresponds to item (3) above. Although your presentation is the last thing you will do in class, you have the information to begin developing it now. You will be fine tuning your presentation until the day of presentations, but this will be a first step. Describe your approach to visually and orally presenting your results. The outputs are your Powerpoint presentation (or other presentation technology) and a 2-4 page, double-spaced, written description that explains your presentation.

(Week 9) Draft of Compendium and Audience-Specific Written Piece (Team Project) This deliverable corresponds to items (1) and (2) in the final products list above.

(Week 10) Final Products (Team Project) The three final products described above, final versions.

SCHEDULE AT A GLANCE

Week	Topic	Class/Team Time	Lecture/Workshop Reading	Seminar Reading	Due: Team Project	Due: Individual
Week 1 **Thursday, Jan 10**	Storytelling with Data	TBA	See Canvas	Goffman (all)	Research Plan	Telling the Research Story: Goffman Second Reflective Memo on the Research Process and Expectations
Week 2 **Thursday, Jan 17**	Quantitative Analysis I	TBA	See Canvas		Survey Pilot Analysis	Get Familiar With Excel Assignment
Week 3 **Thursday, Jan 24**	Data Science Guests: City of Seattle	TBA	See Canvas	Davenport (all)		Policy Memo: Davenport
Week 4 **Thursday, Jan 31**	Quantitative Analysis II (csk guest lecture in 1st year Core)	TBA	See Canvas			Data Analysis With Excel Assignment Capstone Idea (Team or Individual)
Week 5 **Thursday, Feb 7**	Qualitative Analysis I	TBA	See Canvas	Goldrick-Rab (all)		Policy Memo: Goldrick-Rob
Week 6 **Thursday, Feb 14**	Data Visualization Guest: Christine Thomas, MPA	TBA	Evergreen (all) See Canvas for additional readings	Evergreen (all)		Capstone Proposal (team or individual) BYO Data Visualization Analysis & Paper
Week 7 **Thursday, Feb 21**	Applied Analytical Technique: Program Evaluation	TBA	See Canvas		Data Analysis	BYO Study/Report Analysis

Week 8 Thursday, Feb 28	Qualitative Analysis II	TBA	See Canvas	Donahue & Zeckhauser (all)	Draft of Audience-Specific Presentation	Policy Memo: Donahue & Zeckhauser
Week 9 Thursday, March 7	Applied Analytical Technique/Using Design Thinking	TBA	See Canvas		Draft of Compendium and Audience-Specific Written Piece	
Week 10 Thursday, March 14	Team Presentations					
Week 10 Saturday, march 16	Team Presentations	9am-5pm			Final Products	
March 18-22	**EVALUATION WEEK**					
March 25-29	**SPRING BREAK**					