

**Analytical Techniques for Public Service II
MPA 2nd Year Core
Winter 2013**

**Thursdays, 6-10pm
Lecture: (Sem II, E1105)
Seminar: (Baldwin, Sem II, E2015), (Benally, Sem II, E2017), (King, Sem II, E2019)**

Saturday, March 15 - Sem II C1105

Faculty	Email/phone	Office (Hours)
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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

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;
- Become competent in quantitative and qualitative data collection and analysis;
- Understand how various approaches can be used to maintain the status quo and/or as instruments of positive social/economic/political change.
- Understand analytical techniques in practice (public policy; budgeting and finance; performance measurement and management; evaluation research; etc);
- Be able to situate analytical techniques in management/public policy (the context); understand the importance of these techniques;
- Become facile with the critiques of analytical techniques;
- 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, we focus on project planning and implementation, data collection, organizing and analyzing data, transforming data to information, and communicating results.

READINGS

New Books: Nuts and Bolts

- Hampe, Barry (2007). [Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries](#) Holt Paperbacks; Second Edition, Revised & Expanded Edition. ISBN-13: 978-0805081817 (~\$20)
- Yanow, Dvora (1999). [Conducting Interpretive Policy Analysis](#). Sage Publications. ISBN-13: 978-0761908272. (~\$30)
- Miles, Matthew B., A. Michael Huberman & Johnny Saldana (2013) [Qualitative Data Analysis: A Methods Sourcebook](#). Sage Publications. ISBN-13: 978-1452257877 (~\$70).

(you can purchase the Yanow and Miles, Huberman & Saldana books bundled together at the Greener Store for less than what you will likely pay buying the books separately)

New Books: Examples of Research

- Kalman, Maira (2010) [And the Pursuit of Happiness](#). Penguin Press. ISBN: 9781594202674. (~\$20). See also [NYT Blog](#).
- Gladwell, Malcolm (2011) [Outliers: The Story of Success](#) Back Bay Books; Reprint edition. ISBN-13: 978-0316017930 (~\$10)
- Dodson, Lisa (2011). [The Moral Underground: How Ordinary Americans Subvert an Unfair Economy](#). The New Press. ISBN-13: Li (~\$14)
- Gerbauda, Paulo (2012) [Tweets and the Streets: Social Media and Contemporary Activism](#). Pluto Press ISBN-13: A (~\$24)

Carry over from Fall: Nuts and Bolts

- George, Alexander L. (2005) [Case Studies and Theory Development in the Social Sciences \(Belfer Center Studies in International Security\)](#) The MIT Press
- Rea, Louis M. and Richard A. Parker (2005). [Design and Conducting Survey Research: A Comprehensive Guide](#). Jossey-Bass.

Book Chapters – Nuts and Bolts (to be posted to Moodle)

- Few, Stephen (2009) [Now you See it: Simple Visualization Techniques for Quantitative Analysis](#). Analytics Press; 1st edition. (Chapters – TBA)
- Lankow, Jason, Josh Richie & Ross Crooks (2012) [Infographics: The Power of Visual Storytelling](#). Wiley. (Chapters – TBA)

Book Chapters – Examples of Research (to be posted to Moodle)

- Levitt, Steven D & Stephen J, Dubner (2009). [*Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*](#). William Morrow Paperbacks. (Front Matter, Introduction, Chapter 3)
- Kahneman, Daniel (2013). [*Thinking Fast and Slow*](#). Farrar, Straus and Giroux; Reprint edition. (Front Matter, Chapters 1, 2, 10 & 20)

EXPECTATIONS

Human Subjects Review (HSR) is part of your research project. Proceeding with data collection for your research project is dependent upon the [Human Subjects Review](#) application being reviewed and approved by TESC IRB. Any major changes to your research tool or sample respondents must also be cleared.

Format of Assignment Submissions: All papers will be submitted via the Moodle website and all communication/feedback regarding submissions will be conducted via Moodle. *Therefore, it is imperative that you regularly check email and the Moodle site.* All papers must meet assignment parameters and cite works using the [American Psychological Association \(APA\) citation style](#). All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do to the satisfaction of your faculty member.

Late assignments: Turning in assignments late is unacceptable. If you have a need to turn in an assignment late you must contact your seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure course 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 dialoging with the guest speakers. If an absence is unavoidable, seminar 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. Makeup work must be completed by the end of the quarter in question for course credit.

Use of Electronic Devices: this course is Moodle-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

Credit: Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA student handbook. Credit denial decisions are made by the faculty team. Denial of credit for two terms of Core may result in expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their progress towards 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: Written self-evaluations and a seminar faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. Evaluations are due at the end of Week 10.

Multiculturalism & Diversity: Faculty and students work toward weaving multiculturalism and diversity throughout our learning in readings, lectures, seminar and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations: are provided for any student who desires them through a working relationship with Access Services, the Writing Center 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 will be 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 during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit.

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 program meeting even if campus is open. If we do this we will send an all-program 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 Moodle are our primary means of communication. You are responsible for checking your Evergreen email and Moodle regularly.

ASSIGNMENTS

Assignments this quarter fall into three categories: assignments linked to your research project, assignments linked to presentation strategies and assignments that build your capacity as a consumer of rigorous research.

Week 1 - January 9	(Project) Research Plan
Week 2 - January 16	(Project) Pilot of Survey
Week 3 - January 23	(Individual) Data Analysis Homework
Week 4 - January 30	(Project) Analysis Plan
Week 5 - February 6	(Individual) Presentation Strategies I
Week 6 - February 13	(Individual) Presentation Strategies II
Week 7 - February 20	(Project) Data Analysis
Week 8 - February 27	(Project) Draft of Audience-Specific Presentation
Week 9 - March 6	(Project) Draft of Research Compendium and Audience-Specific Written Piece
Week 10 - March 13	(Project) Final Products

Research Plan (Project, due January 9). Now that you have the schedule for the rest of the year, it's time to make a detailed plan of attack for your project. 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. 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 of activities and dates, whatever, but not more than 5 pages, double-spaced.

Pilot of Survey (Project, due January 16). The Human Subjects Review process locks down the population of your survey and the specific questions. But we also expect groups to do pilot testing of survey instruments. To be consistent with the Human Subjects approval process, any proposed changes must be minor and cannot cross the ethical lines you drew in your HSR submission. This deliverable involves a very small scale test of your survey instrument to identify problems. The purpose of conducting a pilot of a survey is to get feedback about the survey from potential respondents. Therefore, in addition to filling out the survey, you want pilot respondents to share their reactions to the survey and the questions. You will submit a no more than 2 page, double-spaced, description of your pilot test and specific information about proposed changes (if any) in your survey.

Data Analysis Homework (Individual, due January 23). You will receive homework assignments in class on January 16. Assignments can be completed in groups, but submitted individually (in other words, you have to do your own write up).

Analysis Plan (Project, due January 30). 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, 3-5 pages, double-spaced.

Presentation Strategies I (Individual, due February 6). At this point you are starting to think about compelling ways to display your findings. These two consecutive assignments involve critiquing two forms of information delivery. First, from a power point presentation of your own choosing, provide a written critique of the effectiveness, brevity, and clarity of the presentation. This paper should be 3-5

pages, double-spaced. Then create an alternative presentation of the same information that is more effective, brief, and clear (four slides, maximum).

Presentation Strategies II (Individual, due February 13). Next, search the web for a particularly interesting single visual presentation (beautiful visualization) of a complex idea. This could be a table, graphic, illustration, infographic, etc. Share the visual presentation, describe the findings, and share your perspective about why you find it interesting and effective. This piece is 2-4 pages, double-spaced.

Data Analysis (Project, due February 20). Congratulations! You should have your data in hand at this point. Time to see what you've discovered. You will 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: A note about the final products you will be producing from this point forward. 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. This is a compendium of your work, an intellectual warehouse that you will have to demonstrate the extensive work you completed this year. Maximum: 20 pages, double-spaced (not including appendices - should include copies of data collection instruments in appendix, etc.).

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

Draft of Presentation (Project, due February 27). 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 (see the February 23 assignment). 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 Power Point presentation (or other presentation technology) and a 2-4 page, double-spaced written description that explains your presentation.

Draft of Compendium and Audience-Specific Written Piece (Project, due March 6). This corresponds to items (1) and (2) in the final products list above.

Final Products (Project, due March 15). The three final products described above, final versions. Congratulations!

NOTE: one of your first assignments for Capstone is a cumulative seminar paper for the two quarters of ATPS so you may want to keep seminar reading notes.

Schedule

Date	Topic/Activities	Readings	Due	Project Activities
<p>Week 1 January 9</p> <p>(all)</p>	<p>Data to Information – Our Favorite Stories</p>	<p><u>Lecture:</u> no reading</p> <p><u>Seminar:</u> All chapters posted to Moodle by December 20: Levitt and Dubner (chapter from Freakonomics, Fronso article and Levitt's TED Talk) & Kahneman (Intro, Chapters 10 & 20) –</p>	<p>(Project) Research Plan</p>	<p>Data Collection</p>
<p>Week 2 January 16</p> <p>(csk)</p>	<p>From Data to Information: The Quantitative Story I</p> <p>MEET IN LIBRARY COMPUTER LAB</p>	<p><u>Lecture:</u> Rea & Parker, Parts 2 and 3.</p> <p><u>Seminar:</u> Gladwell (all) –</p>	<p>(Project) Survey Pilot Analysis</p>	<p>Data Collection</p>
<p>Week 3 January 23</p> <p>(mtb)</p>	<p>From Data to Information: The Qualitative Story I</p>	<p><u>Lecture:</u> Miles, Huberman and Saldana (Chapters, TBA); George & Bennett (Chapters 6-end)</p> <p><u>Seminar:</u> Yanow (all)</p>	<p>(Individual) Data Analysis Homework</p>	<p>Data Collection</p>
<p>Week 4 January 30</p> <p>(csk)</p>	<p>Presenting Research</p>	<p><u>Lecture:</u> none</p> <p><u>Seminar:</u> Dodson (all)</p>	<p>(Project) Analysis Plan</p>	<p>Analysis</p>
<p>Week 5 February 6</p> <p>(mb)</p>	<p>From Data to Information: Infographics/ Beautiful Visualizations</p>	<p><u>Lecture:</u> Few (Chapters, TBA) & Lankow, Richie & Crooks (Chapters, TBA)</p> <p><u>Seminar:</u> Kalman (all)</p>	<p>(Individual) Presentation Strategies I</p>	<p>Analysis</p>

Date	Topic/Activities	Readings	Due	Project Activities
Week 6 February 13 (csk)	From Data to Information: The Quantitative Story II MEET IN LIBRARY COMPUTER LAB	<u>Lecture:</u> Rea & Parker, Parts 2 and 3. <u>Seminar:</u> - no reading; open lab time for project work	(Individual) Presentation Strategies II	Analysis
Week 7 February 20 (mtb)	From Data to Information: The Qualitative Story II	<u>Lecture:</u> Miles, Huberman and Saldana (Chapters, TBA); George & Bennett (Chapters 6-end) <u>Seminar:</u> no reading; open time for project work	(Project) Data Analysis	Reporting/ Presentation
Week 8 February 27 (mb)	New Directions in Data and Methods	<u>Seminar:</u> Gerbuda (all)	(Project) Draft: Audience Specific Presentation	Reporting/ Presentation
Week 9 March 6 (mb)	Documentary as a Form of Research Storytelling Film?	<u>Lecture and Seminar:</u> Hampe (All)	(Project) Draft: Compendium and Audience-Specific Written Piece	Reporting/ Presentation
Week 10 March 13	Presentations			Revising and Polishing Final Products
Week 10 Saturday, March 15	Potluck Presentations Debrief		(Project) Final Versions of Final Products	
Evaluation Week: March 17-21				