

Analytical Techniques for Public Service II
MPA 2nd Year Core – General Cohort
Winter, 2012
Thursdays 6:00pm-10:00pm & Saturday, March 10
Lecture: [SEM 2 E1105](#)
Seminar: (Baldwin SEM 2, E2107), (Gates, SEM 2, E2109), (King, SEM 2, E3107)

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

Faculty	Email/phone	Office Hours
Marc Baldwin	baldwinm@evergreen.edu 360.742.6637	By appointment
John Gates	gatesj@evergreen.edu 360.867.6748	Thursdays, 4-5:30 pm and by appointment Sem II, E2108
Cheryl Simrell King	kingcs@evergreen.edu 360.867.5541	Thursdays, 4-5:30 pm and by appointment Sem II, C2104

TESC MPA MISSION STATEMENT

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 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 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 not to be a cynic but to be a better user/developer of the 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 data collection, analyzing data, transforming data to information and communicating results.

READINGS

Nuts and Bolts:

- ✧ Neuman, W. Lawrence (2005). *Social Science Research Methods: Qualitative and Quantitative Approaches. 6th Edition.* (do not order; from Fall). Go to Amazon [here](#)
- ✧ Richardson, Laurel (1990). *Writing Strategies: Reaching Diverse Audiences (Qualitative Research Methods).* Sage Publications. ISBN-13: 978-0803935228. (~\$20). Got to Amazon [here](#)
- ✧ Steele, Julie and Noah Iliinsky (2010). *Beautiful Visualization: Looking at Data Through the Eyes of Experts.* (~\$50). ISBN-13: 978-1449379865. Go to Amazon [here](#)

Examples of Research:

- ✧ Kalman, Maira (2010) *And the Pursuit of Happiness.* Penguin Press. ISBN-13: 978-1594202674. (~\$30)
Go to Penguin [here](#)
- ✧ Surowiecki, James (2005). *The Wisdom of Crowds.* Anchor. ISBN-13: 978-0385721707. (~\$10).
Go to Amazon [here](#)
- ✧ Wagner, Sally Roesch (2001). *Sisters in Spirit: Haudenosaunee (Iroquois) Influence on Early American Feminists.* Native Voices. ISBN-13: 978-1570671210. (~\$10). Go to Amazon [here](#)
- ✧ Wilson, Shawn (2009). *Research is Ceremony: Indigenous Research Methods.* Fernwood Publishing. ISBN-13: 978-1552662816. (~\$15). Go to Amazon [here](#)

Additional readings (articles, web-based information) will be assigned through Moodle, TBA.

EXPECTATIONS

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 format (<http://webster.comnet.edu/apa/>). 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 Writing center. **Check assignment details for each submission.**

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, speaking 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 to course credit.

Credit: Students will also be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to MPA student handbook. Credit denial decisions will be 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 one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements. Students at risk of losing credit will receive written notification at the mid-point of the course.

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. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly to Program Secretaries; Patricia Bateman & Susan DeRosa, Lab II).

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar and group projects.

Learning Styles: Faculty will actively work towards providing information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, tablet, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations will be 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:
<http://www.evergreen.edu/policies/g-studentada.htm>

Other Expectations of Students and Faculty: to promote 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; discuss any problems involving others in the learning community directly with the individuals involved. We abide by the social contract (<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>), the student conduct code (<http://www.evergreen.edu/studentaffairs/studentconduct.htm>) and the non-discrimination policies and procedures at TESC (<http://www.evergreen.edu/policies/g-nondiscr.htm>).

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 discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all expectations.

Inclement Weather: In the event of bad weather or emergencies students should check with television or 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 prior to 3:00 pm. You are responsible for checking your email.

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 12	(Project) Research Plan
Week 2 - January 19	(Project) Pilot of Survey
Week 3 - January 26	(Individual) Data to Information
Week 4 - February 2	(Project) Analysis Plan
Week 5 - February 9	(Individual) Presentation Strategies
Week 7 - February 23	(Project) Data Analysis
Week 8 - March 1	(Project) Draft of Audience-Specific Presentation
Week 9 - March 8	(Project) Draft of Research Compendium and Audience-Specific Written Piece
Week 10 - March 15	(Project) Final Products

Research Plan (Project, due January 12 at 6:00) 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 the specific deliverables below. Your plan should include: 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 project management software, just a table of activities and dates, whatever, but not more than 5 pages, double spaced.

Pilot of Survey (Project, due January 19 at 6:00) The Human Subjects Review process locks down the population of your survey and the specific questions. But we also encourage 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. 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 to Information Assignment (Individual, due January 26 at 6:00) This assignment is in the “knowledgeable consumer” category. You will demonstrate the ability to critique a study for its accessibility to a general audience. You will also be looking at the data-to-information transformation to see whether you believe the specific variables were specified correctly. Do you think the author chose the right measures to answer the question? Does the conclusion match the variables and methods they used? Submit a link to the report or article that you are critiquing. You may use an article you chose for first quarter. Your discussion should be 6-8 pages, double spaced.

Analysis Plan (Project, due February 2 at 6:00) In January 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 (Individual, due February 9 at 6:00) At this point you are starting to think about compelling ways to display your findings. This assignment involves 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). Next, search the web for a particularly interesting single visual presentation 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). 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. So, the total output for this assignment: 3-5 pages critique of a presentation, 4 (maximum) Power Point slides, 2-4 pages describing a visual presentation you like. All double spaced.

Data Analysis (Project, due February 23 at 6:00) 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** research portion of project and **three key findings from the quantitative** research portion of the project). 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 research methods (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) You will produce 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, and 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) You will create 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) You will create an **audience specific visual and oral presentation** that very, very briefly describes your research strategy, methods, and findings. Again, you define the audience. This will have a 10

minute time limit. You are encouraged to explore unique and creative ways to portray the findings of your project.

Draft of Presentation (Project, due March 1 at 6:00) 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 8 at 6:00) This corresponds to items (1) and (2) in the final products list above.

Final Products (Project, due March 15 at 6:00) The three final products described above, final versions. Congratulations!

SCHEDULE

Date	Topic/Activities	Lab/Readings	Due	Project Activities
Week 1 January 12 (mb)	Analysis: Quantitative Data	<u>Lecture:</u> Neuman, Chapter 12 & Moon (2004, on Moodle). <u>Seminar:</u> Wilson (all)	(Project) Research Plan	Data Collection
Week 2 January 19 (csk)	Analysis: Qualitative Data	<u>Lecture:</u> Neuman, Chapter 15 <u>Seminar:</u> Kalman (all)	(Project) Survey Pilot Analysis	Data Collection
Week 3 January 26 (csk)	LAB (Meet In Library Computer Center) Guest: TBA>\?	<u>Lecture:</u> TBA, Moodle	(Individual) Data to Information	Data Collection
Week 4 February 2 (jdg)	From Data to Information	<u>Lecture:</u> TBA, Moodle <u>Seminar:</u> Surowiecki (all)	(Project) Analysis Plan	Analysis
Week 5 February 9 (mb)	Beyond Powerpoint Guest: Susan Barbeau	<u>Lecture:</u> TBA, Moodle <u>Seminar:</u> Steele & Iliinsky	(Individual) Presentation Strategies	Analysis
Week 6 February 16 (all)	LAB (Meet in Library Computer Center)	<u>Lecture:</u> TBA, Moodle <u>Seminar:</u> Steele & Iliinsky		Analysis
Week 7 February 23 (csk)	Writing Research Reports - Meeting Audience Needs	Lecture and Seminar: Richardson (all)	(Project) Data Analysis	Reporting/ Presentation
Week 8 March 1 (jdg)	Killer Research Stories	Seminar: Wagner (all)	(Project) Draft: Audience Specific Presentation	Reporting/ Presentation
Week 9 March 8 (mb)	Killer Research Stories	TBD	(Project) Draft: Compendium and Audience-Specific Written Piece	Reporting/ Presentation
Week 9 Saturday March 10 (all)	Presentations	TBD		Revising and Polishing Final Products
Week 10 March 15 (all)	Killer Research Stories Potluck Debrief	TBD	Final Versions of Final Products	
Evaluation Week: March 12-16				

