

Analytical Techniques for Public Service II

MPA 2nd Year Core – Tribal Concentration

Winter 2014

Jan 10-12 ; Jan 24-26 ; Feb 7-9

Friday 1-5pm ; Saturday & Sunday 8:30-5pm

“As an educator and a researcher, I believe that the time has come to break the cycle of dependency, and to begin research from within the tribal paradigms of indigenous cultures.”

- Betty Bastien, Blackfoot Scholar

MEETING DAYS/ROOMS

Days	Lecture RM	Seminar RMs
Jan 10-12	SEM II D3105	TBD
Jan 24-26	SEM II D3105	TBD
Feb 7-9	SEM II D3105	TBD

FACULTY

Faculty	Email / Phone	Office & Office Hours
Moroni Benally	benallym@evergreen.edu	By apt
Jenny Serpa	serpaj@evergreen.edu	By apt

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 will focus each quarter on specific approaches to applied public service research, the intent is that the learning objectives of the program will be achieved across both quarters. In Winter quarter, we will focus on project implementation, data collection, organizing and analyzing data, transforming data to information, and presenting results to various audiences.

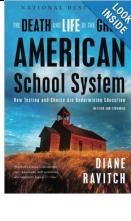
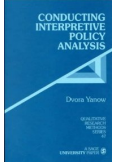
COURSE LEARNING OBJECTIVES


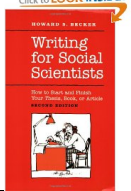
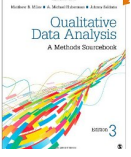
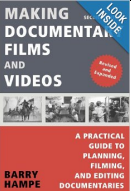
- Understand protections and process of research, including data ownership, Human subjects, & IRB;
- Implementing research methodology;
- Understand why and when to do research in public service;
- Become competent in quantitative and qualitative data collection and analysis;
- Understand analytical 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; 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
- Develop skills to hire, work with, understand, and request projects of professional researchers.

READINGS

BOOKS

Analytical Techniques for Public Service II - Tribal

	<p>Case Studies and Theory Development in the Social Sciences (Belfer Center Studies in International Security) - Alexander L. George Paperback \$25 (Continued from last quarter) !</p>
	<p>Sisters in Spirit: Haudenosaunee (Iroquois) Influence on Early American Feminists - Sally Roesch Wagner \$10 http://www.amazon.com/Sisters-Spirit-Iroquois-Influence-Feminists/dp/1570671214 ISBN-13: 978-1570671210</p>
	<p>The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education – D. Ravitch \$13 http://www.amazon.com/Death-Great-American-School-System/dp/0465025579 ISBN-13: 978-0465025572</p>
	<p>Conducting Interpretive Policy Analysis – Dvora Yanow \$26 http://www.amazon.com/Conducting-Interpretive-Analysis-Qualitative-Research/dp/0761908277 ISBN-13: 978-0761908272</p>

	<p>Now you see it: Simple Visualization Techniques for Quantitative Analysis - Stephan Few \$30 http://www.amazon.com/Now-You-See-Visualization-Quantitative/dp/0970601980 ISBN-13: 978-0970601988</p>
	<p>Writing for Social Scientists, how to start and finish your thesis – Howard Becker \$11 http://www.amazon.com/Writing-Social-Scientists-Chicago-Publishing/dp/0226041328 ISBN-13: 978-0226041322</p>
	<p>Qualitative Data Analysis: A Methods Sourcebook ~ Miles & Huberman & Saldana (2013) \$70 http://www.amazon.com/Qualitative-Data-Analysis-Methods-Sourcebook/dp/1452257876 ISBN-13: 978-1452257877</p>
	<p>Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries Barry Hampe \$20 http://www.amazon.com/Making-Documentary-Films-Videos-Documentaries/dp/080508181X ISBN-13: 978-0805081817</p>

Also- provided as a PDF

- Freakenomics! Chapter 3 – Why drug dealers still live with their mothers
- And other articles as assigned

EXPECTATIONS

Human Subjects Review (HSR) is included in assignments for the fall and winter (<http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>). 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 to instructors through Moodle. All papers must meet assignment parameters and cite works using the American Psychological Association (APA) citation format (<http://webster.commnet.edu/apa/>). All written work will be of high quality, grammatically correct, clear and without spelling errors. Unless otherwise noted, all papers should: contain the date and assignment name & #; contain the name of the student (and their partners on team assignments); be double-spaced (unless noted); and be size 12, readable font. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant. 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 receive course credit.

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.

Learning Styles: Faculty will actively work toward 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.

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 (INC) may be offered on case-by-case basis. Refer to MPA student handbook (<http://www.evergreen.edu/mpa/studenthandbook/home.htm>). 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. At the discretion of the faculty, unexcused absences or lack of academic work may result in no credit received (NCR). Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. 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).

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: <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.

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.

Inclement Weather: In the event of bad weather or emergencies students should check for announcements of campus closures. Students can check TV, radio, or 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-program email prior to 3:00 pm. You are responsible for checking your email.

ASSIGNMENTS

Weekend 1 Jan 10-12

#1 Data to Information Assignment (Individual) – DUE FRIDAY

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. Your discussion should be 3-5 pages, double spaced.

#2 Basic Data Analysis – Analyze this Problem-set (Individual) – DUE SATURDAY

This assignment information and materials will be handed out in class Week 1 Friday after a workshop. An analysis using excel and 2 page memo on the results will be done on Friday night and due Saturday.

#3 Analysis Plan (Team) – DUE SUNDAY

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? 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.

#4 Presentation Strategies I (Individual) – DUE SUNDAY

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 in 3 pages, double-spaced. Then create an alternative presentation of the same information that is more effective and clear (4 slides, max). Bring both the old and new presentations to class. 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. Share the visual presentation, describe the findings, and share your perspective about why you find it interesting and effective in a paper that is 2 pages, double-spaced. Come to class prepared to present

the work and perspectives. Total due: 5 pages, old/new presentation & visual presentation.

Weekend 2 Jan 24-26

#5 Data Analysis Part 2 – Analyze this problem-set (Individual) – Due on Friday

In a workshop on Friday, we will provide you another dataset to analyze. You will have some time in class on Friday to work on the analysis. A 2-page memo will be due on the results on Saturday.

#6 Data Analysis (Team) – Due on Sunday

Conduct a rigorous analysis of the data and to identify findings of interest; follow your analysis plan or note deviation from the plan. Write a 3-5 page report, double spaced, that shares your findings. Prepare a quick presentation to 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). You may want to use a table, or graphics, to summarize your quantitative findings. Tables, graphics, etc. may require extra pages -- that's ok.

#7 Research Compendium (Team) – Draft – DUE Friday Feb 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, 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: 25 pages, double spaced (not including appendices - should include copies of data collection instruments in appendix, etc.).

#8 Research Audience-Specific Piece (Individual) Draft– DUE Friday Feb 1

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 anything –a brochure, blog, editorial, press release, pamphlet, grant proposal, etc. – Create the piece and a 1 paragraph justification.

#9 Research Presentation (Team)– Draft – DUE Friday Feb 1

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 present your results. You should turn in your draft PowerPoint presentation (or other presentation technology) and a 2-4

page, double-spaced written accompanying speech or description that explains your presentation.

Weekend 3 Feb 7-9

#10 Research Compendium (Team) – Final – Due Friday

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, 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: 25 pages, double spaced (not including appendices - should include copies of data collection instruments in appendix, etc.).

#11 Research Audience-Specific Piece (Individual) – Final – Due Saturday

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 anything –a brochure, blog, editorial, press release, pamphlet, grant proposal, etc. – Create the piece and a 1 paragraph justification.

#12 Research Presentation (Team) – Final –Due Sunday

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. Plan to fill 15 mins plus question/discussion time. You are encouraged to explore unique and creative ways to portray the findings of your project.

Reading Schedule

Week 1 Day	Readings Due	Week 2 Day	Readings Due	Week 3 Day	Readings Due
Friday	Becker - All PDF Quant.- All Miles – ch	Friday	George - finish FreakE. PDF - All	Friday	Ravitch
Saturday	Few - ch	Saturday	Miles - Finish Presenter’s PDF Presenter’s PDF	Saturday	
Sunday	Hampe- All Wagner - All	Sunday	Yanow- All	Sunday	

