

Analytical Techniques for Public Service (ATPS II)
MPA 2nd year core, Winter 2016
Thursdays 6:00pm-10:00pm
Location: Seminar 2 D1105

Faculty	E-mail
Larry Geri	geril@evergreen.edu
Amy Gould	goulda@evergreen.edu
Amy Leneker	lenekera@evergreen.edu
Doug Mah	mahd@evergreen.edu

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. “Be the change.”

Curriculum at a Glance

Quarter	Content Areas	Skill Development Objectives
Winter ATPS II	<ul style="list-style-type: none"> • Analyzing & Interpreting Data • Descriptive & Inferential Stats • Advanced Program Evaluation • GTM, Ethnography, Feminisms • Transforming Data to Information • Cultural Relevancy • Audience Specific Research Display 	<ul style="list-style-type: none"> • Critiquing & Reading Research Reports • Research Writing • Data Collection & Analysis • Research as Story
Spring Capstone	<ul style="list-style-type: none"> • MPA Reflection, Integration, & Demonstration 	<ul style="list-style-type: none"> • Applied learning • MPA mission & KSA centric product

Winter 2016 Course Description:

Analytical Techniques for Public Service focuses on using systematic investigations through applied research in public administration, public policy, and non-profits. In the winter quarter, we will respond to the following questions:

- 1) How do we analyze and interpret quantitative and qualitative data?
- 2) How do we turn data into information for decisions?
- 3) How do we present audience specific useful information?

Via praxis, our goal is to practice research design and analysis. Our intent is to gain a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

Winter 2015 Learning Objectives:

- Develop knowledge, skills, and abilities as competent and critical producers/consumers of data, information, and analysis.
- Understand the practical applications of analytical techniques in public service.
- Develop the critical ability to situate social science concepts and techniques within the practice of public service.
- Develop the skill of public speaking and presenting data as information for decision making.

Required Readings: *No new books*

Books carried forward from fall quarter:

Babbie, E. (2015). *The Practice of Social Research*. 14th Edition. Cengage. ISBN: 978-1305104945

Fowler, F. (2013). *Survey Research Methods*. 5th Edition. Sage Publications. ISBN: 978-1452259000

Krueger, R. & Casey, M. (2014). *Focus Groups: A Practical Guide for Applied Research*. 5th Edition. Sage Publications. ISBN: 978-1483365244

Wheelan (2014). *Naked Statistics: Stripping the Dread from Data*. W.W. Norton & Co. ISBN: 978-0393347777

Articles:

Week 1:

[Chapter 11 scanned on canvas] Miles, Huberman, and Soldana (2013). *Qualitative Data Analysis: A Methods Sourcebook*. San Francisco: Sage.

Nielsen, M. (2010, December). Pains and Possibilities in Prison: On the Use of Emotions and Positioning in Ethnographic Research. *Acta Sociologica*, Vol. 53, No. 4, pp. 307-321.

Week 2:

LeRoux, K. (2009, May/June). Paternalistic or Participatory Governance? Examining Opportunities for Client Participation in Nonprofit Social Service Organizations. *Public Administration Review*.

An Introduction to Data-Driven Decisions for Managers Who Don't Like Math, Walter Frick

<https://hbr.org/2014/05/an-introduction-to-data-driven-decisions-for-managers-who-dont-like-math/>

Descriptive Stats video: <http://onlinestatbook.com/2/introduction/descriptiveM.html>

Week 3:

Hans Rosling TED video http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen

Week 4:

Effective data visualization video: <https://www.youtube.com/watch?v=nP6qWhOkha4>

Visualizing Trouble, Scott Berinato

<https://hbr.org/2013/10/visualizing-trouble>

The Data Don't Speak for Themselves, Bob Behn

<http://www.hks.harvard.edu/thebehnreport/March2009.pdf>

Tufte- Challenger Disaster- 13 charts that decision makers ignored (PDF posted)

Week 4 examples of displaying data as information (briefly review for content & layout):

TESC Center for Sustainable Infrastructure:

<http://www.evergreen.edu/sustainableinfrastructure/docs/CSI%20Infrastructure%20Crisis%20Report.pdf>

Leachman, M. & Mai, C. (2014, October 16). Most States Still Funding Schools Less Than Before the Recession. Center on Budget and Policy Priorities. <http://www.cbpp.org/cms/index.cfm?fa=view&id=4213>

United Way of Thurston County, Community Assessment Report 2012: http://www.unitedway-thurston.org/sites/unitedway-thurston.oneeach.org/files/2012_COMMUNITY_ASSESSMENT.pdf

United Way of Thurston County, 1 page report card, Report to the Community 2014: http://www.unitedway-thurston.org/sites/unitedway-thurston.org/files/Rpt_Community_2014%20%283%29.pdf

GAO report, Department of Defense <http://www.gao.gov/new.items/d11122r.pdf>

(Con't.) Week 4 examples of displaying data as information (briefly review for content & layout):
JLARC, <http://www.leg.wa.gov/JLARC/AUDITANDSTUDYREPORTS/Pages/Publications.aspx>
OPR, <http://www.leg.wa.gov/House/Committees/OPRGeneral/Pages/default.aspx>
DSHS RDA, <http://www.dshs.wa.gov/rda/>
OFM, <http://www.ofm.wa.gov/forecasting/default.asp>
ICMA, http://bookstore.icma.org/Research_Resources_C19.cfm
NVSQ, <http://nvs.sagepub.com/content/early/recent> or Blue Avocado, <http://www.blueavocado.org/>

Week 5:

Baum, Fran, Colin MacDougall and Danielle Smith (2006). "Participatory action research." *Journal of Epidemiology and Community Health* 60:854–857.

Huby, G., Harries, J., Grant, S. (2011). Contributions of Ethnography to the Study of Public Services Management: Past and present realities. *Public Management Review*, Vol. 13, Issue 2, pp. 209–225

Santiago-Rivera, et al. (1998). Building Community-Based Research Partnership: Lessons From the Mohawk Nation of Akwesasne. *Journal of Community Psychology*. V. 26 n. 2 p. 163-174.

Wenger, Etienne, Beverly Trayner and Maarten de Laat (2011). "Promoting and assessing value creation in communities and networks: a conceptual framework." The Netherlands: Ruud de Moor Centrum.

Week 6:

Jewell, C. & Bero, L. (2008, June). Developing Good Taste in Evidence: Facilitators of and Hindrances to Evidence-Informed Health Policymaking in State Government. *The Milbank Quarterly*. Vol. 86, No. 2, pp. 177-208.

The Best Data Scientists Know How to Tell Stories, Michael Li
<https://hbr.org/2015/10/the-best-data-scientists-know-how-to-tell-stories>

The U.S. Refugee Resettlement Program: A Primer for Policymakers, Jennifer Mayaorga and Ann Morse
<http://www.ncsl.org/research/immigration/the-u-s-refugee-resettlement-program-a-primer-for-policymakers.aspx>

Transform Data into Information for Decision, Michael Theriault <http://experts.allbusiness.com/transform-data-real-information-drives-decision-making/16096/#.VIIIFVJ0zIV>

Week 7:

Ackerly, B. & True, J. (Dec. 2008). Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations. *International Studies Review*, Vol. 10, No. 4, p. 693-707

Cho, J. & Lee, E. (2014). Reducing Confusion about Grounded Theory and Qualitative Content Analysis: Similarities and Differences. *The Qualitative Report*. Vol 19, Art 64, p. 1-20

Kohn, M. (May 2005). Frederick Douglass's Master-Slave Dialectic. *The Journal of Politics*, Vol. 67, No. 2, p. 497-514

Komives, S., Owen, J., Longerbeam, S., Mainella, F., Osteen, L. (Nov/Dec 2005). Developing a Leadership Identity: A Grounded Theory. *Journal of College Student Development*. Vol. 46, N. 6

Week 8:

Gamble, Jamie (2008). "A Developmental Evaluation Primer." McConnell Family Foundation.

Preskill, H., Parkhurst, M., Splansky Juster, J. (2014). [Guide to Evaluating Collective Impact](#).

Schedule: Winter 2016 (Faculty may alter schedule)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Week 1 1/7	<i>Qualitative Data Analysis</i> <ul style="list-style-type: none"> ◆ Lecture ◆ Workshop: interpretation Dedoose 	<u>Readings:</u> Miles Nielson Babbie p. 315-322, ch. 13 Krueger & Casey chs. 6 & 7	Assignment #1 Research Critique & Highlights Paper
Week 2 1/14	<i>Descriptive Stats for PA</i> <ul style="list-style-type: none"> ◆ Final Visual Aid Tools ◆ Excel/SurveyMonkey ◆ In-class Quiz 	<u>Readings:</u> LeRoux Babbie p. 411-416, p. 450-452 Wheelan ch. 2 Fowler chs. 9 & 10	Assignment #2 Research Critique & Highlights Paper
Week 3 1/21	<i>Inferential Stats for PA</i> <ul style="list-style-type: none"> ◆ Excel Practitioner Tips ◆ Workshop: interpretation ◆ In-class Quiz 	<u>Readings/Videos:</u> videos for week 3 Babbie ch. 16 Wheelan chs. 4 thru 12	
Week 4 1/28	<i>Graphs, Impartiality, & Presenting Useful Information</i> <ul style="list-style-type: none"> ◆ Guest speakers ◆ Workshop: interpretation 	<u>Readings/Videos</u> Articles & Videos for week 4 Briefly review example reports & products	
Week 5 2/4	<i>Participatory Action Research, Community Based Research, & Ethnography</i> <ul style="list-style-type: none"> ◆ Capstone Alumni Panel ◆ Lecture ◆ Seminar 	<u>Readings:</u> Baum Santiago-Rivera Huby Wenger Babbie p. 296-307	Assignment #3 Research Analysis & Presentation Plan
Week 6 2/11	<i>Research as Story: Transforming Data into Information for Decision</i> <ul style="list-style-type: none"> ◆ Guest speakers ◆ Workshop ◆ Seminar 	<u>Readings:</u> Jewell Li Morse Theriault Babbie p. 500-506	*For Capstone Students <i>Only</i> : Capstone Proposal One Page Form Due*
Week 7 2/18	<i>GTM, Feminisms, & Dialectics</i> <ul style="list-style-type: none"> ◆ Lecture/Fishbowl ◆ Workshop ◆ Seminar 	<u>Readings:</u> Ackerly Cho Kohn Komives	Assignment #4 Draft 1- Research report/ product
Week 8 2/25	<i>Community Impact Models & Advanced Program Evaluation</i> <ul style="list-style-type: none"> ◆ Guest Panel ◆ Workshop ◆ Seminar 	<u>Readings:</u> Gamble Preskill	Assignment #5 Draft 2- Research report/ product *Capstone Students: Draft HSRs Due*
Week 9 3/3	<i>Practice Presentations</i> <ul style="list-style-type: none"> ◆ presentations in seminar 	<u>Reading:</u> None	Assignment #6 Draft1- Visual Aid
Week 10 3/10	<i>Final Presentations</i> *Capstone Students: Final HSRs Due if needed*	<u>Reading:</u> None	Assignment #7 Final- Visual aid & Report/ product
Eval Wk 3/14-18	Meet/call-in with your seminar faculty for an evaluation conference to exchange self-evals, faculty evals, and student evals for the fall 2015 and winter 2016 quarters combined.		

Assignments

Assignment #1: Research Critique & Highlights Paper (Individual Assignment)

Due 1/7 posted to canvas by 6:00pm. Use Nielsen reading for week 1.

First, critique the research in depth using the question prompts below. Second, provide a cover page for your critique that provides a concise summary of your analysis. This type of summary, known as a Briefing or Highlights Paper, is crafted for decision-makers to raise awareness of the technical and methodological issues found in studies presented during the policy development process. Successful briefing papers are typically one page in length (single spaced), avoid statements of advocacy on the policy issue, provide clear and concise summations of the problem statement, research method, results, and clearly identify the limitations and bias of the research. Effective briefing or highlights papers do not use jargon and are easily understood by a variety of individuals. *See the example GAO Highlights report (posted on Canvas).* The one-page highlights paper should appear as the first page of this assignment (inserted before the research critique) and follow the format of the *GAO Highlights* report.

Research Critique of Nielsen, 2010. 4-5 pages, double spaced essay, APA format.

Respond to the following items:

- **BACKGROUND:** What is known about the author, or authors? What is known about the sponsors of the study, or the organization for whom the authors are working?
- **LITERATURE REVIEW:** Is the review of the relevant literature thorough? Does it develop a sufficient framework for the problem under investigation?
- **METHODOLOGY & METHOD:** What methodology and method was used to gather and analyze the data? Was this the best way to collect and analyze the data needed to answer the question posed in the study? Is it described adequately in the study? What key concepts and variables did the authors formulate and study?
- **SAMPLING:** What is the sampling approach and is it appropriate? Are correlation and causation confused? Are the claims of the authors overstated? What do the findings mean? Do they misuse statistics? Are the statistics incomprehensible?
- **DESIGN:** Critique the overall design of the research: what does it do well, and where does it fail? What problems are the authors/researchers addressing? What assumptions are they making? Critique the implementation of the research design: was it effectively designed?
- **FINDINGS:** What are the findings? Are the results clearly written and logically organized? Are the author's conclusions consistent with the data? Are the limitations, assumptions, bias, and weaknesses in the study revealed and discussed? Are findings inconsistent with the literature review? Are the results of the research credible? Do they offer recommendations for decision makers? Do the authors provide convincing support? Is the style/tone of writing convincing? Would you trust this data and their analysis to make a decision? What did they miss? Is the data useful?

Assignment #2: Research Critique & Highlights Paper (Individual Assignment)

Due 1/14 posted to canvas by 6:00pm. Use the LeRoux reading for week 2. See assignment parameters above.

Assignment #3: Research Analysis & Presentation Plan. (Team Assignment)

Due 2/4 posted to canvas by 6:00pm. Write a two page paper outlining:

- How are you going to analyze the data you've collected?
- List the steps you will take (literally) to organize, transfer, and interpret your data.
- In what ways does the original data you've collected relate (or not) to your secondary data in the lit review?
- Do your initial findings help you answer your guiding research question?
- How do you intend to present your findings for your specific audience?

Assignment #4: Research Report/Product Draft 1. (Team Assignment)

Due 2/18 posted to canvas by 6:00pm.

Research Report (required): The page limit for reports will vary as each project is unique; however, research reports are typically 10-15 pages. This is your opportunity to share the results from your research project. You will want to design your research report with your audience in mind.

A practitioner-oriented report should include:

- Executive summary with research question.
- The body of the report will include:
 - 1) Introduction with a well-focused discussion to frame the issues and note your problem statement with research question,
 - 2) Synthesis of literature to set the context (include pared down lit review with revisions),
 - 3) Research objectives and methodology (including limitations, assumptions, research/data collection plan, and analysis plan),
 - 4) Findings (Main “story-line” presented with charts, graphs or tables. The results and their meaning to your specific audience. Key quotes from the qualitative data. Similarities and differences between the responses: patterns, themes, connections between quantitative and qualitative data. How your findings relate back to your literature review.), and
 - 5) Conclusion. Recommendations. Areas for future research. Recommendations for organizational/policy change or suggestions for future research should be clear, specific, and logically flow from the findings. State audience to “take away” message. Answer to your guiding research question.
- Your survey, interview questions, and other relevant information should be presented in an appendix.

Research Product (optional): All research project groups are required to write a report. Additionally, some groups may also create a “product” that makes sense given the specific audience (ex. brochure, press release, video, mobile app, website, facebook page, infomercial, cartoon, etc.). Additional products should be discussed with your seminar faculty. Each project may require a different approach to presenting your results/findings dependent upon your target audience.

Assignment #5: Research Report/Product Draft 2. (Team Assignment)

Due 2/25 posted to canvas by 6:00pm. Assignment parameters above. Consider sending this draft to research study participants for comment.

Assignment #6: Visual Aid Draft 1. (Team Assignment)

Due 3/3 posted to canvas by 6:00pm.

Presentation. A total of 15 minutes will be available. We expect the presenters to take 15 minutes to cover the problem, research question, why the research matters, methodology, key findings, recommendations/conclusions, and suggested areas for future research.

Q & A Session: The presenter(s) will then facilitate a 5 minute question and answer session with the class.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud with wordle.net or woritout.com, website creator with wix.com or weebly.com, videos with voicethread.com, screencast (startmeeting.com, ignitecast.com), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com). All presentations should adhere to the following guidelines:

- 1) Any photographs or graphs/charts should have a summary notes about what is being displayed.
- 2) All photographs or graphs/charts should be cited with their source.
- 3) Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- 4) If using a video, it may not take up the entire presentation time.
- 5) All members of the group are expected to participate in the presentation/facilitation as able.

Assignment #7: Final Visual Aid & Research Report/Product. (Team Assignment)

Due 3/10 posted to canvas by **5:00pm**. Assignment parameters above. Invite research study participants to final presentation if appropriate.

Course Policies

Human Subjects Review (HSR) was included in assignments for the fall. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB. <http://www.evergreen.edu/humansubjectsreview/application>

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] 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 MPA Writing Assistant.

Participation & Attendance: Students are required to attend each class meeting in its entirety. 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 should be notified prior to a class and/or seminar absence.

After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit. Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their 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 revised due date to ensure full receipt of course credit.

Credit: Students will receive 12 graduate credits at the completion of winter quarter 2016 if all course requirements have been satisfactorily completed to meet course objectives. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. No partial credit will be awarded. Incompletes are not possible due to the credit structure of the course.

Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. College statement on academic honesty: <http://www.evergreen.edu/advising/academichonesty.htm> .

Failing to complete one or more assignments, completing one or more assignments late, 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 prior to the end of the quarter.

Evaluation: Winter quarter, a written cumulative self-evaluation and seminar faculty evaluation are required for credit in our evaluation conference along with faculty evaluations of students. These cumulative evals should cover both fall & winter quarters. (All final evals are to be submitted via my.evergreen.edu.)

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. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color,

nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology Use & Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations.

If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

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 (so long as the concerned party feels safe doing so). *Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.*

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

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 social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.