

Analytical Techniques for Public Service
MPA 2nd year core, Winter 2011
Thursdays 6:00pm-10:00pm, Location: Sem II E 1105

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Course Website: <http://academic.evergreen.edu/curricular/atpsmpa/>

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

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.

Curriculum At a Glance, 2011 MPA 2nd year core

| Quarter | Content Areas | Skill Development Objectives |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Winter – Data Collection & Analysis | <ul style="list-style-type: none"> Analyzing & Interpreting Quantitative & Qualitative Data Stats Refresher & EXCEL Methodologies (Ethnography, Advocacy) Transforming Data to Information to Decision | <ul style="list-style-type: none"> Critiquing Research Research Writing Public Speaking Data Collection Data Analysis Analytical Techniques for PA Research as Story |
| Spring – Capstone | <ul style="list-style-type: none"> MPA Reflection, Integration, & Demonstration Program Evaluation, Logic Models, Performance Measurement Governing the Commons Policy Analysis & Design for Democracy | <ul style="list-style-type: none"> Applied learning with an organization, program, community, etc. Produce MPA mission-centric output representative of your KSAs from the program that contributes to positive change |

Winter 2011 Course Description:

Analytical Techniques for Public Service is a year long core program for second year MPA students. Each quarter focuses on using systematic investigations through applied research in public administration, public policy, and non-profits. In the Winter, we will respond to the following questions: 1) What are the various approaches to conducting social science research? 2) How do we analyze and interpret quantitative and qualitative data? 3) How do we turn data into information and information into decisions? 4) How do we present 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 2011 Learning Objectives:

1) Develop knowledge, skills, and abilities as competent and critical producers/consumers of data, information, and analysis. 2) Understand the practical applications of analytical techniques in public service. 3) Develop the critical ability to situate social science concepts and techniques within the practice of public service. 4) Develop the skill of public speaking and presenting data as information for decision making.

Books Winter 2011 (required):

Babbie, E. (2009). *The Practice of Social Research*. (12th ed). Wadsworth Publishing. ISBN: 978-0495598411 (used fall and winter)

Locke, L., Silverman, S., Spirduso, W. (eds.) (2009). *Reading and Understanding Research*. (3rd ed). Sage Publications. ISBN: 978-1412975742 (used fall and winter)

Paulos, J. (2001). *Innumeracy: Mathematical Illiteracy and Its Consequences*. Hill & Wang Publishing. ISBN: 978-0809058402 (used winter)

Smith, L. (1999). *Decolonizing Methodologies*, St. Martin's Press. ISBN: 1856496244 (used winter)

White, J. (2002). *Taking Language Seriously: The Narrative Foundations of Public Administration Research*. Georgetown University Press. ISBN: 978-0878408788 (fall and winter)

Articles Winter 2011 (required reading posted on course website):

Readings Week 1: peruse on-line community toolbox, Advocacy Research:

http://ctb.ku.edu/en/tablecontents/chapter_1031.htm

Brooks, A. Is There a Dark Side to Government Support for Nonprofits? *Public Administration Review*. Vol. 60, No. 3, May/June 2000. pp. 211-218

Lambright, H. Government and Science: A Troubled, Critical Relationship and What Can Be Done About It. *Public Administration Review*. Vol. 68, No. 1, Jan/Feb 2008. pg. 5

Readings Week 4:

Guo, C. When Government Becomes the Principal Philanthropist: The Effects of Public Funding on Patterns of Nonprofit Governance. *Public Administration Review*. May/June 2007

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

Readings Week 6:

Ospina, S. (2004). "Qualitative Research." *Encyclopedia of Leadership*, Sage Publications.

Robinson, E. "Mobilizing Voices: A Discussion of Leadership in an Environmentally Contaminated Community." *Qualitative Sociology Review*, Vol. V Iss. 1, April 2009. pgs. 70-99.

Silverman, D. & Seale, C. (1997). "Ensuring Rigour in Qualitative Research." *European Journal of Public Health*. v. 7, pgs. 379-384.

Readings Week 7:

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

(JLARC) reports, Joint Legislative Audit & Review Committee: here are examples of research reports and power point presentations. They are broken down by year and subject. It is highly likely you will find a report that relates to your own research project. Peruse the various reports and presentations. <http://www.leg.wa.gov/JLARC/AuditAndStudyReports/Pages/default.aspx>

First Americans Education Project, "The Emerging Role of Native Americans in the Electoral Process"-- note the importance of story-- peruse the report

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

Readings Week 8:

OFM research & data forecasting, WA State Office of Financial Management: example of the many ways they process/report on data – there's everything from talking points to complete reports. Note how they separate out the pieces of the research so anyone can quickly access whatever they need. <http://www.ofm.wa.gov/forecasting/default.asp>

United Way of Thurston County, Community Assessment Report 2009-- note the graphical display of information--peruse the report

United Way of Thurston County, Marketing supplement to the Olympian 2007

Tufte- Challenger Disaster

Readings Week 9:

PowerPoint is Evil: <http://www.wired.com/wired/archive/11.09/ppt2.html>

Five Experts Dispute Edward Tufte on PowerPoint:
http://www.sociablemedia.com/articles_dispute.htm

Winter 2011 Schedule (faculty reserve the right to alter the schedule)

Seminar: students bring 3 of their own questions about the readings to each seminar

Faculty: schedule one-on-one meetings with each seminar student during weeks 1 & 2

| DATE | TOPIC/ACTIVITIES | READINGS | DUE |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Week 1 1/6 | <i>Advocacy Research & the Science of Politics</i> <ul style="list-style-type: none"> Review Syllabus Guest speaker: OPR Seminar & Check-in | <u>Readings:</u> Babbie page 39 Articles listed for week 1 White chs. 4 & 6 | Assignment #1 Final research proposal & HSR application packet |
| Week 2 1/13 | <i>Ethnography, Field Notes, & Content Analysis</i> <ul style="list-style-type: none"> Seminar & Check-in Lecture/Workshop | <u>Readings:</u> Smith: <i>Decolonizing Methodologies</i> book - ALL | Assignment #2 Seminar paper on <i>Decolonizing Methodologies</i> |
| Week 3 1/20 | <i>Stats Refresher & Vocab</i> <ul style="list-style-type: none"> Lecture/Workshop Seminar | <u>Readings:</u> Babbie chs. 14 & 16, Babbie Appendices C, D, E, F Paulos: <i>Innumeracy</i> book- ALL | PILOT INSTRUMENT: as it will appear to participants |
| Week 4 1/27 | <i>Quantitative Critique, Coding, & Data Dictionaries</i> <ul style="list-style-type: none"> Seminar & check-in library computer lab- Excel intro. | <u>Readings:</u> Babbie Appendix G Articles listed for week 4 | In Class Quiz |
| Week 5 2/3 | <i>Interpreting Quantitative Data & Excel Analysis Pack</i> <ul style="list-style-type: none"> library computer lab importing/cleaning, tests, analyzing results | <u>Readings:</u> Locke- <i>Reading & Understanding Research</i> - Review book as basis for assignments #3 & #5 | In Class Quiz Assignment #3 Article Critique of quant research study |
| Week 6 2/10 | <i>Interpreting Qualitative Data</i> <ul style="list-style-type: none"> Seminar & check-in Lecture/Workshop | <u>Readings:</u> Babbie ch. 13, White ch. 7 Articles listed for week 6 | Assignment #4 Article Critique of qual research study |
| Week 7 2/17 | <i>Transforming Data to Information to Decision</i> <ul style="list-style-type: none"> Practitioner panel Research as Story- What Drives Decision? Seminar | <u>Readings:</u> Reports listed for week 7 | Assignment #5 Research Analysis Plan |
| Week 8 2/24 | <i>Presenting Useful Information</i> <ul style="list-style-type: none"> Seminar & check-in graphs/charts-TED video | <u>Readings:</u> Babbie pages 521-527 Reports listed for week 8 | |
| Week 9 3/3 | <i>Practice Presentations</i> <ul style="list-style-type: none"> Lecture/video, Port of Olympia guest speaker peer feedback on presentations in seminar | <u>Readings:</u> Articles listed for week 9 | Assignment #6 Drafts- Power point & Research report/product |
| Week 10 3/10 & Sat 3/12, 9-4 | <i>Class Final Presentations</i> <ul style="list-style-type: none"> presentations to full class both days | | Assignment #6 Final- Power point & Research report/product |

*Evaluation Week: Meet with your seminar faculty for an evaluation conference to exchange final self-evals, faculty evals, and student evals for the fall 2010 and winter 2011 quarters combined.

Assignment #1. Due 1/6. Please post your revised research proposal on moodle by 6:00pm and bring a hard copy/hand deliver your HSR application packet to your faculty advisor in class. Please turn them in as separate documents= research proposal is one complete document posted on moodle and the HSR packet is one complete document hand delivered: includes the HSR cover page filled out & signed, responses to six HSR questions, cover letter to participants, consent form for participants, and instrument. Provided the HSR packet is complete and of high quality, faculty will submit the HSR application to the Deans/review committee for approval. You should hear back from them within two weeks via the e-mail address you provided.

Assignment #2. Due 1/13. Seminar Paper to be posted on moodle by 6:00pm and hard copy brought with you to class. Write a 3-4 page essay critiquing Smith's *Decolonizing Methodologies*. What is Smith's thesis in this text? Does she provide convincing support for this thesis and her overall analysis? Do you find her argument persuasive? What, if anything, did you learn from this text about performing research with indigenous populations, or other groups where you may be an "outsider" or an "insider"?

Assignment #3. Due 2/3. Article critique to be posted on moodle by 6:00pm and hard copy brought to class. Write a 3-4 page article critique of Guo reading from week 4. In your essay, ***selectively apply and respond to your choice of at least 4 questions below:***

Who is the audience for the study? Is the style and format of the study appropriate for the identified audience? 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?

What is the sampling approach and is the sample size appropriate? Are correlation and causation confused? Are the claims of the authors wildly overstated? What do the findings mean (interpret the statistical results for yourself)? Do they misuse statistics? Or are the statistics incomprehensible?

What specific question(s) does the research address? Are these questions stated unambiguously? Is the scope of the question appropriate?

Is the review of the relevant literature thorough? Does it develop a sufficient theoretical framework for the problem under investigation? What key concepts and variables did the authors formulate and study?

What methodology was used to gather data? Was this the best way to collect the data needed to answer the question posed in the study? Is it described adequately in the study? What methodology was used to analyze the data? Was this the best analysis technique under the circumstances?

Critique the overall design of the research: what does it do well, and where does it fail? Critique the implementation of the research design: did the researchers carry out their research design effectively? Critique the presentation of the study and its results. Is it clearly written and logically organized? Are the conclusions suggested by the authors consistent with and substantiated by the results obtained? Are weaknesses in the study revealed and discussed? Are findings inconsistent with previous research discussed? In your opinion, are the results of the research credible?

Assignment #4. Due 2/10. Article Critique to be posted on moodle by 6:00pm and hard copy brought to class. Write a 3-4 page article critique of the Robinson reading from week 6. See outline of critique questions under Assignment #3 and *selectively apply and respond to your choice of at least 4 questions for this essay.*

Assignment #5. Due 2/17. Research Analysis Plan posted to moodle by 6:00pm. In a one page outline, note how you are going to analyze the data you've collected. List the steps you will take (literally) to organize, transfer, and interpret your data. Submit your data dictionary for the coded response options corresponding to every question on your survey. Submit your theme/pattern categories for your qualitative data. In what ways does the original data you've collected relate (or not) to your secondary data in the lit review? Does your analysis plan help you answer your research question?

Assignment #6 Drafts. Due 3/3. Draft power point presentation & Draft research report/product posted to moodle by 6:00pm.

Assignment #6 Final. Due 3/12. Power point presentation & Research report/product posted to moodle by 9:00am.

Presentation. Each research project group or individual will sign up to present during week 10 to present their power point. A total of 20 minutes will be available. We expect the presenters to take 15 minutes to cover the research question, why the research matters, methodology, key findings, recommendations/conclusions, and suggested areas for future research. The presenter(s) will then facilitate a 5 minute question and answer session with the class.

A power point presentation is required and should adhere to the following guidelines:

- The Power Point presentation ***may not be more than 8 slides***. Any photographs or graphs/charts should have a summary notes about what is being displayed. All photographs or graphs/charts should be cited with their source. Things to think about: contrast, background color (dark colors require a dark room), limiting red and green (color blindness), font size, readability, universal design access.

Guidelines for other visual aids:

- If using a handout, it may not be more than 1 page, single sided, double spaced, no more than 3 colors, 12 point font or larger and must have a graphic.
- Overhead- font should be large and bold, dark text on white background, small amount of information on any one overhead.
- If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic.
- If using a video, it may not be more than 5 minutes long and should be of good quality. Hearing assistance devices are available in the classrooms.

In PowerPoint presentations, remember, less is better. You will need to arrive to class early the night of your presentation (or schedule an earlier day/time with faculty) to load it onto the classroom computer or test the connection/display with your own laptop. ***All members of the group are expected to participate in the presentation/facilitation as able.***

Research Report: 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. For many of you, your final project will be a practitioner-oriented report.

This will include an executive summary with research question (1-2 pages) followed by the body of the report. The body of the report will include an introduction with a well-focused discussion to frame the issues and note your problem statement with research question, followed by a synthesis of literature to set the context (include whole lit review with revisions/ additions), your research objectives and methodology (including limitations, assumptions, research/data collection plan, and analysis plan), your main findings (presented with charts, graphs or tables, and with key quotes from the qualitative data), and conclusion. Recommendations for organizational/policy change or suggestions for future research should be clear, specific, and logically flow from the findings. Your survey, interview questions, and other relevant information should be presented in an appendix.

Others may have another approach that makes sense given the specific audience. Alternative report presentations should be discussed with your seminar faculty. Each project may require a different approach to reporting and presenting your results/findings.

There is no “one best way” to think about reporting. However, ***it is important for every final product to address:*** 1) what style of report are you planning on using- how are you planning on communicating (use of text and graphs/charts) the results and their meaning to your specific audience?; 2) what is your main “story-line” and key finding?; 3) what are the interesting similarities and differences between the responses, did you find patterns, themes, connections between quantitative and qualitative data-- how do your findings relate back to your literature review?; 4) what are your conclusions (what do you want the audience to “take away”) and what is your answer to your research question and/or hypotheses? 5) what actions or recommendations need to be taken based upon your findings and/or what are your recommendations for future research? How do you organize complex information for ease of reading, easy reference, use of subtitles, and logic of presentation?

Human Subjects Review (HSR) is included in assignments for the fall and winter. Data collection activities are 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. <http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>

Format: All papers should be typed, double spaced (unless otherwise stated), 12 point font, and follow APA format (see Hacker, 2009). 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.

Late assignments: Turning in assignments late is unacceptable. However, if there is a 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 end of the quarter the assignment was originally due to ensure full receipt of 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 should 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 ensure full receipt of course credit.

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 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. 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.

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 or to Program Secretaries: Ruth Joynes & Pat Kolstad.)

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 life-style 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.

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, reading unrelated materials, playing with a PDA, 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). 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 after class and/or Contact Access Services in Library 1407-D, 867-6348. 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>

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).

We will abide by the social contract: WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism):

Chapter 174-120 WAC

Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

We will abide by the non-discrimination policies and procedures at TESC:

<http://www.evergreen.edu/policies/g-nondiscr.htm>

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 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.

| Events | Winter | Spring |
|----------------------------------------------|--------------|-----------|
| Tuition Due Dates | Jan 7 | Apr 1 |
| Begin Quarter | Jan 3 | Mar 28 |
| Evaluation Week | Mar 14-18 | Jun 6-10 |
| End Quarter | Mar 18 | Jun 10 |
| Breaks (Thanksgiving, Winter, Spring) | Dec 18-Jan 2 | Mar 21-25 |

Graduation June 10th. Hooding ceremony approx. 10:00am & campus wide ceremony at 1:00pm.