Analytical Techniques for Public Service
MPA 2nd year core, Winter 2015
Thursdays 6:00pm-10:00pm, Saturday March 7th 9:00am-2:00pm
Location: Sem 2 D1105

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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, 2015

Quarter	Content Areas	Skill Development Objectives
Winter **ATPS II**	• Analyzing & Interpreting Quantitative & Qualitative Data • Descriptive & Inferential Stats • SPSS • Transforming Data to Information • Research Display • Ethnography • Culturally Relevant Research	• Critiquing & Reading Research Reports • Research Writing • Data Collection • Data Analysis • Communicating w/Data • Research as Story
Spring **Capstone** (for students who have completed 40 credits)	• MPA Reflection, Integration, & Demonstration	• Applied learning • MPA mission-centric product representative of your KSAs

Winter 2015 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 and information into decisions? 3) 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.

<u>**Winter 2015 Learning Objectives**</u>:

- 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.

<u>**Required Readings:**</u> *No new books*

Books carried forward from fall quarter:

Schutt (2011). *Investigating the Social World: The Process and Practice of Research*. 7th edition. Sage Publications. ISBN: 978-1412999809

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

Required Software:
Excel 2010 or 2013- load the analysis pack onto your personal computer, or laptop, or ipad, or tablet, or smart phone. If you already have Excel, this plug-in should be free.

Optional Software:
- **IBM SPSS 22** (Statistical Package for the Social Sciences) Windows or Mac- Available on campus in our TESC computer lab—OR-- purchase SPSS 22 statistics standard gradpack 6 month rental license for one personal device. ($55 + $4.99 download fee) Do not purchase the base version. Use: descriptive & inferential stats, data dictionary, plus graphs/charts. http://www.onthehub.com/spss/
- **MegaStat** plug-in for Excel $16 http://highered.mheducation.com/sites/0077425995/information_center_view0/index.html
- **Dedoose** http://www.dedoose.com/resources/# for $10.95/mo.
- **Power BI for Office 365**: **Power View and Power Map** for Excel. Free trial then $20-$52 per month/user. Use: mapping & visual reports. http://www.microsoft.com/en-us/powerBI/home/visualize.aspx

Optional Resources:
- **Charts & Tables in PowerPoint or Word**: http://www.officereports.com/
- **Data Hero** to create charts: https://datahero.com/
- **Data Cracker** to analyze survey data: https://www.datacracker.com/
- **Open data** that is searchable: http://enigma.io/
- **Open data** to access publicly available "unobtrusive" data: http://aws.amazon.com/datasets

Articles:

Week 1:

Greenberg, D. & Robins, P. (1986). The Changing Role of Social Experiments in Policy Analysis. *Journal of Policy Analysis and Management*, Vol. 5, pp. 340-62.

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

Wittmer, D. (1992) Ethical Sensitivity and Managerial Decisionmaking: An Experiment. *Journal of Public Administration Research and Theory.* Vol. 2, pp. 443-462.

Week 1 Example Case Studies (briefly scan for content & layout)
Case Study: Central Vermont Public Service
Case Study: Public Administration & Civil Service Reform UNDP Cambodia

Week 2:

Bozeman, B. (1993). A Theory of Government 'Red Tape'. *The Journal of Public Administration Research and Theory*, Vol. 3, No. 3, pp. 273-304.

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.

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

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

Week 3:

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

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

Shangraw, R., Jr. (1986). How Public Managers Use Information: An Experiment Examining choices of Computer and Printed Information. *Public Administration Review*, Vol. 46, pp. 506-15.

Week 4:

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

Hans Rosling documentary, *The Joy of Stats* http://www.gapminder.org/videos/the-joy-of-stats/

Chi square video: https://www.khanacademy.org/math/probability/statistics-inferential/chi-square/v/chi-square-distribution-introduction Regression, Correlation, & Scatter Plot videos:
https://www.khanacademy.org/math/probability/regression

Week 5:

Tufte- Challenger Disaster- 13 charts that decision makers ignored

Week 5 examples of displaying data as information (briefly scan for content & layout):
Seattle Open Data: https://data.seattle.gov/
NYC Open Data: https://data.cityofnewyork.us/
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

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.

Transform Data into Information for Decision http://experts.allbusiness.com/transform-data-real-information-drives-decision-making/16096/#.VIiIFVJ0zIV

Week 7:

Hodson, R. (2004, July-August). Organizational Trustworthiness: Findings from the Population of Organizational Ethnographies. *Organization Science*, Vol. 15, No. 4, pp. 432-445

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

Book Review of *Decolonizing Methodologies*: http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj17/17_pages214_217.pdf

Hodge, F. (2012). No Meaningful Apology for American Indian Unethical Research Abuses. *Ethics and Behavior*, Vol. 22, No. 6, pp. 431- 444. http://www.nnaapc.org/publications/fhcrc%20article.pdf

Week 8:
Effective data visualization video: https://www.youtube.com/watch?v=nP6qWhOkha4

Week 9:

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

Schedule: Winter 2015

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Week 1 1/8	***Using Case Studies for Decision & Impartiality*** ▪ Guest speaker panel ▪ Seminar	Readings: • Report of your choice • Articles listed for week 1	**Assignment #1** Personal Understanding Assessment
Week 2 1/15	***Coding, Data Dictionaries, & Interpreting Qual*** ♦ SPSS, SurveyMonkey ♦ Workshop: coding ♦ Seminar	Readings: • Schutt ch. 10 & p. 448-450 • Articles listed for week 2	**Assignment #2** Highlights paper ***Pending HSR approval, start data collection***
Week 3 1/22	***Descriptive Stats & Data with the End in Mind*** ♦ SPSS, SurveyMonkey, Excel Practitioner Tips ♦ Workshop: write to interpret output ♦ Seminar	Readings/Videos: • Articles & video listed for week 3 • Schutt p. 445-470 • Wheelan ch. 2	**Assignment #2** Highlights paper
Week 4 1/29	***Inferential Stats for Public Servants*** ♦ Excel, Megastat ♦ Workshop: write to interpret output ♦ Seminar	Readings/Videos: Hans Rosling TED Talk Hans Rosling documentary, the *Joy of Stats* Schutt p. 470- 491 Wheelan chs. 4 thru 12	
Week 5 2/5	***Graphs, Charts, Mapping, & Open Data for Display*** ▪ Excel, Power BI ▪ Guest speaker ▪ Workshop: interpretation	Readings: Schutt p. 452-454 Articles listed for week 5	**Assignment #3** Research Analysis & Presentation Plan
Week 6 2/12	***Transforming Data into Information for Decision*** ▪ Guest panel	Readings: Schutt ch. 15 Reports listed for week 6	
Week 7 2/19	***Methods Slam, Ethnography, Cultural Relevancy*** ▪ Introduction to Capstone ▪ Lecture/Workshop	Readings: Schutt p. 333-343 Articles listed for week 7	**Assignment #4 Draft 1**- Research report/ product
Week 8 2/26	***Presenting Useful Information*** • Project work time Do not meet as class	Video: Effective Data Visualization	**Assignment #4 Draft 2-** Research report/ product
Week 9 3/5 & Sat 3/7	**Thursday:** *Practice Presentations* ♦ presentations in seminar **Saturday:** *Final Presentations* ♦ 9:00am-2:00pm, potluck	Reading: PowerPoint is Evil	**Assignment #4 Draft1**- Visual Aid
Week 10 3/12	*Final Presentations* *Note to Capstone students: draft proposals due (w/draft HSRs)	Reading: None	**Assignment #4 Final**- Visual aid & Research report/ product

***Evaluation Week March 16-20**: Meet/call-in with your seminar faculty for an evaluation conference to exchange self-evals, faculty evals, and student evals **for the fall 2014 and winter 2015 quarters combined**. Your self eval and faculty eval are due no later than midnight on Friday March 13th.

Assignment #1: Personal Understanding Assessment (Individual Assignment) Due 1/8. In addition to your readings for week 1, find and read *one report* in *one of* the following sources. Be sure the report you select is related to your research project topic:
GAO, http://www.gao.gov/browse/date/week
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/
Using the report you selected, respond to the following questions in a formal graduate level 3-5 page essay:
What don't you understand in the report? What questions come up for you? What problems are the authors/researchers addressing? What are the findings? What assumptions are they making? Do they offer solutions to address the problem? Do the authors/researchers 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? Seeing how data and information was presented in this report, what similar tips or tools might you use in your own team's research report at the end of the quarter? Be sure to include a link to the report you read in your paper or upload the report as an attachment.

Assignment #2: Highlights Paper (Individual Assignment)
Qualitative Highlights Paper Due 1/15 using Nielsen reading for week 2.
Quantitative Highlights Paper Due 1/22 using the LeRoux reading for week 3.
It is very common for public administrators to provide critiques and summaries of research studies for decision makers. These briefing or highlights papers are used to raise awareness of the technical and methodological issues found in studies presented during the policy development process. Providing visibility of the issues is required so that decision makers are fully informed of the research limits and bias when making policy choices. Successful briefing papers are typically one page in length (single spaced), lack 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 lack jargon and are easily understood by a variety of individuals.

Write a highlights paper for a decision maker, as characterized above and illustrated by the example GAO Highlights report (posted on canvas) that summarizes and critiques the Nielsen reading assignment for week 2 and the LeRoux reading assignment for week 3. Answer the following items in your highlights paper:
- 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 theoretical framework for the problem under investigation? What key concepts and variables did the authors formulate and study?
- METHODOLOGY & METHOD: What methodology and method 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?
- SAMPLING: 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? Do they misuse statistics or analytical tools? Are the statistics or analysis incomprehensible?

- ▪ DESIGN: 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?
- ▪ FINDINGS: 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 the limitations, assumptions, bias, and weaknesses in the study revealed and discussed? Are findings inconsistent with previous research discussed? Are the results of the research credible?

Assignment #3: Research Analysis & Presentation Plan. Due 2/5 posted to canvas by 6:00pm. In a two 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? How do you intend to present your findings?

Assignment #4: Visual Aid & Research Report/Product.

Research Report/Product Draft 1	Due 2/19 posted to canvas by 6:00pm.
Research Report/Product Draft 2	Due 2/26 posted to canvas by 10:00pm.
Visual Aid Draft 1	Due 3/5 posted to canvas by 6:00pm.
Final Visual Aid & Research Report/Product	Due 3/12 posted to canvas by 6:00pm.

Presentation. Each research project group or individual will sign up to present. A total of 20 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. 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 the following tools: slide show (powerpoint, prezi.com, projeqt.com), word cloud with wordle.net, website creator with wix.com, videos with voicethread.com, screencast (startmeeting.com, ignitecast.com), infographics (piktochart.com, thinglink.com, infogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com). All presentations should adhere to the following guidelines:

- 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 (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
- If using a video, it may not be more than 5 minutes long and should be of good quality.

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 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 pared down lit review with revisions), 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/areas for future research. 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.

There is no "one best way" to think about reporting. However, *it is important for every final report and 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?

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.

Course Policies

Human Subjects Review (HSR) is 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 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 rarely be offered on case by case basis. Refer to MPA student handbook. Full loss of credit decisions will be made by the faculty team. ***Full loss 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) will result in total loss of credit for the class and may result in expulsion 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. 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 in our evaluation conference along with faculty evaluations of students. (All 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 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.

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.
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 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process
http://apps.leg.wa.gov/wac/default.aspx?cite=174-123
We will abide by the non-discrimination policies and procedures at TESC:
http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.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 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.

Events	Winter	Spring
Begin Quarter	Jan 5	Mar 30
Evaluation Week	Mar 16-20	Jun 8-11
End Quarter	Mar 14	Jun 6
Breaks (Thanksgiving, Winter, Spring)	Dec 21-Jan 4	Mar 23-29

Graduation June 12th, 2015.

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