Analytic Techniques for Public Service I
Fall 2020
Wednesdays, 6:30-8:30pm
Saturday Dec 12, 10am-end
Location: Online meeting room, Canvas site

Faculty Team	Email	Office Hours
Tyrus Smith	smitht@evergreen.edu	By appointment
Doreen Swetkis	swetkisd@evergreen.edu	By appointment

TESC MPA MISSION STATEMENT

"Be the Change"

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 AND OBJECTIVES

Analytical Techniques for Public Service is a two-quarter core program for second year MPA students. Each quarter focuses on specific approaches and components for applied research in public administration, public policy, non-profit administration, and communities. Via praxis (combination of theory and applied practice), our goal is to practice research design and analysis by gaining a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

Learning objectives include:
- Understand research design and *why* we do research in public service.
- Competency in quantitative, qualitative, and mixed methodologies.
- Understand how research can maintain the status quo or change our social, economic, and political decisions.
- Understand various research methods.
- Develop skills in communicating about data: displaying, presenting, and writing
- Become an ethical producer and consumer of research.

In the fall, we will respond to these questions:
1) What is research?
2) What is involved in producing data vs. information?
3) How is research produced and consumed in everyday public service?
4) What drives research design? What are the consequences of design choices?

2020-2021 Year-Long Curriculum:

Quarter	Knowledge Content Areas	Skill & Ability Development
Fall ATPS I	• Research Theory • Research Ethics • Service Learning • Research Design • Research Methodologies • Data Collection • Open Data	• Applied research design • Consequences of Design • Primary & Secondary Research • Instruments for Data Collection • Human Subjects Review • Research Proposal Writing • Research Limitations
Winter ATPS II	• Data Analysis & Interpretation • Prediction & Forecasting • Transforming Data to Information • Data Visualization	• Analyzing Government & Non-profit Reports • Research Report Writing • Data Collection & Analysis • Data Presentation • Communicating the Research Story
Spring Capstone	• MPA Reflection, Integration, & Demonstration	• Applied learning • MPA mission driven outcomes & KSA demonstration outputs

REQUIRED BOOKS:

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. John W. Creswell, 2014. 4th edition only. SAGE. 9781452226101

Research is Ceremony, Shawn Wilson, 2008. Brunswick Books. 9781552662816

Survey Research Methods. Floyd J. Fowler, Jr. 2014. SAGE. 9781452259000

Interviewing as Qualitative Research: A guide for researchers in education & the social sciences. Irving Seidman. 2013. Teachers College Press. 9780807754047

Please note this schedule may change. The most current information will be posted to Canvas.

DATE	TOPICS/ACTIVITIES	READINGS	DUE
Week 1 **9/30**	***Intro to Course, Paradigms, What is Research, Research Questions, Literature Review***	Creswell, Chapters 1-3, 5 Readings Posted to Canvas	**Assignment #1** Concept Paper (due posted to Canvas 8am Tuesday 9/30)
Week 2 **10/7**	***Ethics and Research***	Creswell, Chapters 4, 6-7 Readings Posted to Canvas: Belmont Report and HSR?	
Week 3 **10/14**	***Sampling, Levels of Measure, Validity, and Reliability, Open Data***	Creswell, Chapters 8-10 Readings Posted to Canvas	**Assignment #2** Design Critique *Research Project Teams Finalized.*
Week 4 **10/21**	***Survey Construction & Coding***	Fowler, *Survey Research Methods* (all)	
Week 5 **10/28**	***Interviews & Focus Groups***	Seidman, *Interviewing as Qualitative Research* (all) Readings posted to Canvas	**Assignment #3** Draft 1- Research Proposal
Week 6 **11/4**	***Content Analysis & Coding***	Readings Posted to Canvas	
Week 7 **11/11**	Veteran's Day Holiday – No Class	None	**Assignment #4** Draft 2- Research proposal & HSR
Week 8 **11/18**	***In Class Team Time w/ faculty***	None	Note: Pilot test your instruments
23-28	***HOLIDAY***	***HOLIDAY***	***HOLIDAY***
Week 9 **12/2**	***Indigenous Knowledge, Participatory Acton, Community-based, Others***	Wilson, *Research is Ceremony* (all) Readings posted to Canvas	**Assignment #5** Draft 3 – Research proposal & HSR
Week 10 **12/9**	***Case Study, Ethnography***	Student's Choice of Film[1] Readings Posted to Canvas	**Assignment #6** **Final**- Research proposal & HSR
SAT **12/12**	***Synthesis & Review Group Presentations***	None	

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[1] Student's Choice: Pick one of the following films for week 10 and watch the full-length film. Student is to find source for viewing.
"Brexit"
"Kitchen Stories"
"Kinsey"
"49 Up"
"The Seventh Fire"
"The Stanford Prison Experiment"

ASSIGNMENTS

Assignment #1: Concept Paper (individual assignment)
Purpose: Learning to develop an applied research topic, pose a research question, and scope the parameters of the proposed project are all highly sought-after skills in today's job market for *all* sectors.

Instructions: **Post to Canvas Monday 9/28 by 8:00am**; one page, double-spaced.
What problem interests you? (give it a category label) Is there a public or non-profit organization currently addressing this problem? Can you collaborate with this public or non-profit organization? You can reach out to organizations and ask them about problems on the horizon for their organization and if they could benefit from some research around the issue. What do you plan to learn by systematically investigating this topic? What do you intend to contribute to public administration by analyzing this issue?

 Read other papers posted by your classmates and start to form teams of 3 to 4 students based on common interest areas. The research project topic and teams will remain the same throughout fall and winter quarters. Teams will need to be finalized by week 3. After week 4, we will base seminar groups on project teams (you can work with anyone in the class).

 *Note: you are advised not to work with your current employer.

Key Skills: Scoping a project; collaboration, ability to problem-solve and think critically; concise writing; service learning.

Assignment #2: Design Critique (individual assignment)
Purpose: Understanding research conducted by others, and being able to explain that research to others has become a fundamental skill needed to work in both the public and nonprofit sectors.

Instructions: APA format, 3-5 pages double-spaced, 12 pt. font. In your own words, please answer the following questions about the article, *Perceived Gender and Racial/Ethnic Barriers to STEM Success* by Grossman and Porche (on Canvas)**.**
1. What is the dominant paradigm the authors are using in this work?
2. What is the purpose of the study?
3. What was the "gap" in the research that the authors were trying to fill?
4. What are the major findings of the study?
5. What main steps or measurements did the authors use?
6. Do the authors suggest any problems with their methodology?
7. Do you see any problems with their methodology?
8. How did they analyze their data?
9. Based in your knowledge at this point, are the claims made accurate?
    a. Do the conclusions made (about the results) by the authors make sense to you? Are the conclusions too broad or too narrow based on what was actually done in the study?
    b. Based on the accuracy of the methodology and reliability of the results, do you think the conclusions can be believed?
10. What is the importance of this work?
    a. Why do the results matter?
    b. What are the social/policy implications of the research?

Assignment # 3: Draft 1 Research Proposal (group assignment)

Purpose: Designing the aspects of a research project and researching similar studies, as part of a team, is a common approach in public agencies and nonprofit organizations to tackle complex social problems.

Instructions: *In teams of 3-4 students*, *each team will pick a research topic to study over two quarters (fall & winter)*. The research proposal in the fall quarter is the premise for the data collection and analysis in the winter quarter. Mixed methodologies are required. However, only one methodology (quantitative or qualitative) has to come from original research methods. The other methodology can come from secondary sources (existing data sets) or primary voice (newsletters, blogs, government documents, meeting minutes). The length of this assignment will vary. For the first part of your research proposal, co-write the following pieces:
- Team work plan on Canvas
- Problem Statement: Identify and define the problem you are going to research.
- Problem Background: Why is this a problem? (weave in literature to support, oppose, and find gaps)
- So What Statement: why does the research matter, who should care, who is the audience? (weave in literature to support, oppose, and find gaps)
- Guiding research question: to what question will your data respond? (include literature to support, oppose, and find gaps)
- Do you need a hypothesis/null?
- Definitions of key terms
- What paradigm(s) will you draw from and why?
- Methodology? What data will you need to answer your question?
- Design choice with audience in mind. How will this case study benefit the stakeholders/rightsholders/organization with whom you are collaborating? What is the purpose?
- Method? (data-gather techniques such as survey, interview, focus group, existing data source)
- Respondents/Participants? Sample? Sampling approach?
- What is your research going to measure? List and define your potential measures/variables.

Key Skills: Collaboration, co-authorship, research design, literature review, proposal writing

Assignment #4: Draft 2 Research Proposal & Draft 1 HSR (group assignment)

Purpose: "I have rewritten—often several times—every word I have ever published." (Vladimir Nabokov) Understanding and allotting time for the revising of one's work is paramount to working for the public. Incorporating comments from stakeholders, from additional literature, from experts in the field, help make for a better product. The outcome of this had work can range from more funding for your organization to significant policy development or change.

Instructions: **Two separate documents**: 1) Research proposal 2) HSR application.

1) Research Proposal: Includes updates from previous draft. Data collection tools/instruments and plan for how you will collect the primary and secondary data. Include your source for existing data. Provide data dictionary and/or coding scheme to accompany data collection instruments. Provide a research plan (limitations, assumptions, how you will physically collect the data, access, contact lists, schedule, location, delivery method, feasibility: who, when, what, how).

2) HSR application: Submit draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent). Submit draft HSR application with all six questions answered and cover sheet completed.

Key Skills: Critical and analytical writing, co-editing, literature review, HSR application

Assignment #5: Draft 3 Research Proposal & Draft 2 HSR (group assignment)
Purpose and Key Skills same as for Assignment #4

Instructions: **Two separate documents**: 1) Research proposal 2) HSR application. Include updates from previous drafts.

Assignment #6: Final Research Proposal & Final HSR (group assignment)
Purpose and Key Skills same as for Assignment #4

Instructions: **Two separate documents**: 1) Research proposal 2) HSR application.
HSR packet is one complete document that includes the HSR cover page filled out & signed, responses to six HSR questions, cover letter to participants, consent form for participants, and data collection instrument. Provided the HSR packet is complete and of high quality, faculty will submit the HSR application to the review committee for approval. You should hear back in early January.

EXPECTATIONS

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

Format of Assignment Submissions: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. All written work will be of high quality, grammatically correct, clear and without spelling errors. Follow the Office of the Governor's Guidelines for writing that is clear, concise, and accessible. If you require it, please contact the Graduate Writing Assistant. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Are not accepted without prior (to deadline) approval by your seminar

faculty member. Multiple late assignments put you at risk for no credit.

Participation & Attendance: Students are required to attend each class meeting <u>in its entirety</u>. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and interacting with guest speakers. If an absence is unavoidable, *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, on a case-by-case.* Make-up work must be completed by the end of the quarter for course credit. Multiple absences put you at risk for no credit.

Holidays for Reasons of Faith or Conscience: Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: https://www.evergreen.edu/policy/holidays-reasons-faith-and-conscience-students

Accommodations: are provided for any student who desires them through Access Services, the Graduate Writing Assistant, 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 is regarded as confidential. Please refer to Evergreen's Students With Disabilities Policy [here](#).

Teamwork: The expectations of students as individuals applies to expectations of individuals in project teams as well. Each team member is expected to behave as part of a learning community. The division of labor in teams should respect differences among members while ensuring maximum participation of all team members. Conflicts with the team should be resolved by team members to the greatest extent possible. It is not the role of faculty to adjudicate conflicts within teams unless they involve violations of college policies.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty. Evaluations are considered "submitted" only when posted through the College portal.

Credit: Students will receive 12 graduate credits at the end of winter quarter 2020 if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. <u>No partial credit or incompletes will be awarded.</u> 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. See the

[MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression; using high standards in reading the text and in preparing our papers, lectures, and comments in seminar; handling all disputes in a spirit of goodwill; respecting our differences; discussing any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student rights & responsibilities](#) and the [non-discrimination policies and procedures at TESC](#).

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather: This is not an issue for Fall 2020 since the entire course will be taught remotely.

Communicating with Each Other: Evergreen email and Canvas are our primary means of communication. You are responsible for checking Evergreen email and our course Canvas site regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "Canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on Canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.