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.”

DISCLAIMER-Due to COVID 19, the Capstone class is 100% remote, with Zoom and directly with your Faculty Advisor. There are now asynchronous (online/videos/readings) and synchronous (live participation) options provided throughout the quarter. Please refer to canvas and email for up to date information and refer to https://evergreen.edu/covid19 for additional information regarding The Evergreen State College. UPDATED 08/24/21

Class Meetings

ATPS I (Fall 2019)

- Week 1 10/1/21-10/3/21
  - Friday 1pm-5pm synchronous/optional
  - Saturday 9am-5pm synchronous
  - Sunday 9am-5pm synchronous
- Week 2 10/15/21-10/17/21
  - Friday 1pm-5pm synchronous/optional
  - Saturday 9am-5pm asynchronous
  - Sunday 9am-5pm asynchronous
- Week 3 10/29/21-10/31/21
  - Friday 1pm-5pm synchronous/optional
  - Saturday 9am-5pm synchronous
  - Sunday 9am-5pm synchronous
ATPS II (Winter 2020)

- Week 1 1/7/22-1/9/22
  - Friday 1pm-5pm synchronous/optional
  - Saturday 9am-5pm synchronous
  - Sunday 9am-5pm synchronous

- Week 2 1/21/22-1/23/22
  - Friday 1pm-5pm synchronous/optional
  - Saturday 9am-5pm asynchronous
  - Sunday 9am-5pm asynchronous

- Week 3 1/28/22-1/30/22
  - Friday 1pm-5pm synchronous/optional
  - Saturday 9am-5pm synchronous
  - Sunday 9am-5pm synchronous

Class Location

- ATPS I Virtual Synchronous
- ATPS II Virtual Synchronous/TBD

Faculty Teaching Team

Eric S Trevan, PhD
trevane@evergreen.edu
Office Hours: By Appointment Only
Course Overview
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-profits, 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.

To successfully participate in this program students need access to a computer with reliable internet access. Students will meet periodically using zoom and canvas. Students will have access to alternatives to synchronous (in person or remote) participation if conditions require. You will, in addition to learning about research and analysis in general, design and complete a research project through its various stages: defining the problem, reviewing literature, creating a proposal, completing and filing Human Subjects Review/Institutional Review Board (HSR/IRB) applications, collecting data, analyzing data, and telling the research story through data visualization and reporting.

In the winter, students collect and analyze the data collected in the research proposal designed last quarter; create documents and other materials to convert data into information; and, present research results in various forms.

ATPS I
ATPS I focuses on an applied research design, the development of the research proposal, theoretical foundations, and applied methodologies for consideration. This culminates in submitting a research proposal for faculty review and to the various Institutional Review Boards associated with your project (Evergreen’s Human Subjects Review, at the least). Completion of the proposal and submission to the TESC IRB/HSR is a critical point with the overall research project. Learning objectives for ATPS I include:

- Understanding research, why we do research, the research proposal and overall approaches to research.
- Applying Indigenous research methodologies and building on current research platforms.
- Becoming competent in quantitative and qualitative research design.
- Understanding how various research approaches can be used to maintain the status quo or as instruments of positive social, economic, and political change in decision making for our communities.
- Becoming an ethical producer and consumer of research through culturally relevant practices.
ATPS II
ATPS II focuses on the application of the research proposal and protocols, ultimately leading to the completion of the research project and presentation of the findings. This portion of the class focuses on the data collection and analysis, communicating with data, interpreting and summarizing findings, and presenting findings. Learning objectives for ATPS II include:

- Successfully completing a research project, showing the knowledge, skills, and abilities to do research from start to finish.
- Develop skills as critical producers and consumers of data, information, and analysis.
- Become competent in quantitative and qualitative data analysis and communication.
- Understand the practical applications of analytical techniques for Tribal Governments & Indigenous communities.
- Develop the knowledge to situate social science techniques within the practice of public service.
- Develop the skill of public speaking and presenting findings as information for decision-making.
- Publically present all findings in a public forum.
Fall TG ATPS I - Readings

Books

Articles
See Canvas and Schedule

Course Policies

Commitment to Providing a Safe Learning Environment
The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College’s Title IX Coordinator in certain situations to ensure a student’s safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case in handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:
● Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
● Student Wellness Services (Sem I 2110, 360.867.6200)
● SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

**Conduct & Conflict Resolution**
We resolve to 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.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the [social contract](#): WAC 174-121-01.

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

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

**Trauma/Trigger Statement**
The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty’s responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members’ primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known
triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).

2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; https://www.evergreen.edu/policy/studentswithdisabilities).

3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.

4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

**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. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

**Technology Use & Learning Styles**
We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

**Reasonable Accommodations**
Are 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](#).
Permission to Record Lecture, Workshop and Other Similar Discussions
If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of Reasonable Accommodations (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

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 a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. We recommend, if you’ve not already done so, that you sign up for the automatic alert system. More, here: https://evergreen.edu/emergencyresponse

Communicating
Email and Canvas are our primary and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Submissions Format
Unless otherwise stated, all papers should be typed, double-spaced, 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. Students may request resource writing assistance from faculty and/or the Graduate 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 talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.
After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After recurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date. Missing 20 hours of class in one quarter will result in no credit.

**Late Assignments**

Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit**

This MPA Core course is taught a bit differently than other Cores: students will receive 12 graduate credits at the completion of the Winter quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples’ work as your own, see MPA Handbook for more); failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

**Evaluations**

Student self-evaluations are required – posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter – posted to your my.evergreen.edu portal.

As noted above, ATPS is a two quarter course. Successful completion occurs at the end of the second quarter of the course, for 12 credits. Faculty advisors will meet with research teams during the evaluation period, but will not submit evaluations. Any individual concerns can be addressed at the end of the team meetings. Individual evaluations will not be submitted, and individual conferences held, until the end of the Winter term.
Fall TG ATPS I - Assignments

There are two types of assignments: individual and research project team assignments.

- **Individual Assignments** vary and are related to the reading and classroom learning.
- **Research Project Assignments** are team-based and are related to the research project you will design and complete over the two quarters.

### Assignments Overview (fall, 2021)

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<thead>
<tr>
<th>Individual Assignments</th>
<th>Research Projects</th>
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<tbody>
<tr>
<td><strong>Key Take-Aways on the four assigned books (four individual assignments)</strong> Due Sunday 11/7/21 11:59pm pst</td>
<td>Research Project Team Members, Topic, etc. DUE: 10/2/21</td>
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<tr>
<td>- Key take-aways on Walliman.</td>
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<td>- Key take-aways on Wilson.</td>
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<td>- Key take-aways on readings from Yin.</td>
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<td>- Key take-aways on readings from Ledwith and Springlet.</td>
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<td>Research Project: Literature Review/Annotated Bib. DUE: 10/17/21</td>
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<td>Research Project: Introduction and research question(s). DUE: 10/30/21</td>
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<td>Research Project: Final Proposal. DUE: 11/21/21</td>
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<td>Research Project: HSR applications. DUE: 12/5/21</td>
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### Details on Research Project Assignments (fall, 2022)

Students will work as individuals or teams (no more than 2) on research projects across the two quarters. We will bring some project ideas to you (from Tribes and Indigenous communities/organizations). You may also propose a project to us. Two of the most important considerations when thinking about projects are:

1) The time to do the research is quite constrained. First quarter, you will propose the project. You will seek **HSR/IRB approval** between the first and second quarter and perhaps begin collecting data, as there are only six weeks to collect/analyze/visualize and report on the data in the second quarter. Projects, therefore, need to be “doable” within the constrained time.

2) HSR/IRB review is important to all research; this is even more important to research done in Indigenous communities and organizations because of the way Indigenous research and knowledge was/is colonized. Many Indigenous communities and organizations have their own HSR/IRB guidelines and processes; usually it is impossible to attain approval from them within our tight time constraints.
Research projects need to include at least one method of primary data collection and analysis (interviews, surveys, focus/community groups, ethnographic methods, public meetings, etc.).

You will start this work in the fall term by either proposing a topic to us or choosing from the topics/situations we have identified (to be shared with you by October 15). You will draft a research problem statement. Then you will go out and do an extensive review of the literature. The literature will guide you to the “right” research question(s) for your topic/situation.

Once the question(s) are determined, you will design research (primary and/or secondary data collection and analysis) to answer the question(s).

In winter term, you will collect, analyze, and report on your data/information/findings.

In the fall term, you will produce, in the end, a full research proposal and Human Subject Review/Institutional Review Board application(s). The proposal will include:

1. **Introduction**, including:
   - Problem Statement
   - Definition of the problem/situation you plan to research. Why is this a problem?
   - Construct a research question that drives your research.
   - So What? Why does the research matter, who should care who the audience is? What approach (es) will you draw from and why?

2. **Literature Review**:
   The literature review summarizes the background of your research problem, as defined by academic and popular literature, starting broadly, as you define your topic and narrows down to your particular research question(s). In it, all key terms are defined, as is the sample (potential subjects/respondents) and sampling approach.

3. **Methods**:
   Following your literature review, the methods sections outlines and defines the details of your data collection approach/design. What data are you collecting and analyzing? How?

4. **Appendices**:
   - Data collection instruments
   - HSR/IRB application(s): the Evergreen HSR information is here: [https://www.evergreen.edu/humansubjectsreview](https://www.evergreen.edu/humansubjectsreview).

*Research Project Assignment #1: Team, Project Topic, and Draft Problem Statement. One Page. DUE: Saturday 10/2/21 11:59 pm PST.*

This assignment documents the researcher and/or teams, project topic, and an outline of what you think the problem is (keeping in mind, problem statements and research questions develop). Everyone submit this document.

*Asynchronous Assignment-Research Project Assignment #2: Literature Review and Annotated Bibliography. DUE: Sunday 10/17/21 11:59 pm PST.*
Based on tools and techniques shared in class, start your reading. While doing so, create an annotated bibliography (more here: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html). Your annotated bib will guide the writing of the literature review (more here: https://www.uq.edu.au/student-services/learning/literature-review and here: http://www.raulpacheco.org/resources/literature-reviews/).

This assignment should exceed 20 pages as evidence of one page per hour of asynchronous class for 20 hours.

**Research Project Assignment #3: Introduction and Research Question(s). DUE:** Saturday, 10/30/21 11:59 pm PST.
Now that you have completed your literature review, it is time to go back and write the introduction, which includes Problem Statement; Definition of the problem/situation you plan to research; why is this a problem; the research question that drives your research; So What? why does the research matter, who should care, who is the audience? What approach (es) will you draw from and why?

**Assignment #5: Research Proposal. DUE:** Sunday, 11/21/21 11:59 pm PST.
This is your full proposal, including your draft HSR apps. As indicated above, a full proposal includes:

- **Introduction:** Problem Statement; Definition of the problem/situation you plan to research; why is this a problem; the research question that drives your research; So What? why does the research matter, who should care, who is the audience? What approach (es) will you draw from and why?
- **Literature Review:** The literature review summarizes the background of your research problem, as defined by academic and popular literature, starting broadly, as you define your topic and narrows down to your particular research question(s). In it, all key terms are defined, as is the sample (potential subjects/respondents) and sampling approach.
- **Methods:** Following your literature review, the methods sections outlines and defines the details of your data collection approach/design. What data are you collecting and analyzing? How?
- **Appendices:** Data collection instruments & HSR/IRB application(s).

**Research Project Assignment #4: HSR Application(s). DUE:** Sunday 12/5/21 11:59 pm PST
In order to draft the full application(s), you will have a full draft of your research design including the instruments you will use to collect your data, etc. Closely follow the directions.

**Details on Individual Assignments (fall, 2021)**

**Key Take-Aways from Assigned Books and Classroom Learning. DUE:** Sunday 11/7/21 11:59 pm PST
Following reading and class discussions, write a key take-aways essay for each of the four books we are reading this term. The page count of each essay is entirely up to the student. Submit as one file with references for all four (4) books.