



## Analytical Techniques for Public Service (ATPS) II Winter 2022

Online: [Canvas](#) and Zoom

See Canvas for up-to-date schedule and assignment information  
This syllabus is subject to revision as necessary.

| Faculty        | Email  | Office Hours                     |
|----------------|--|----------------------------------|
| Cali Ellis     | <a href="mailto:ellisc@evergreen.edu">ellisc@evergreen.edu</a>     | <a href="#">Online</a> Th 1:30-4 |
| Wenhong Wang   | <a href="mailto:wangw@evergreen.edu">wangw@evergreen.edu</a>       | By Appointment                   |
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### **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. While we will focus each quarter on specific approaches to applied public service research, the intent is that the learning objectives of the program are achieved across both quarters. The learning objectives include:

- Understand research methodology; understand *why* we do research in public service;
- Understand how various approaches can be used to maintain the status quo and/or as instruments of positive social/economic/political change;
- Be able to situate analytic techniques in management/public policy (the context); understand the importance of these techniques;

- Understand analytic techniques in practice (public policy; budgeting and finance; performance measurement and management; evaluation research; etc);
- Become competent in quantitative and quantitative data collection and analysis;
- Develop skills in communicating about data (displaying data; presentations) and writing research reports; and
- Become a savvy and sophisticated consumer of research.

In the Winter quarter, 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.

## NOTES ON ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY

- Zoom will be used for **synchronous class sessions**, including collaborative workshops and presentations.
- Lectures are conducted **asynchronously** using the tool **EdPuzzle** (available through Canvas). In lieu of in-person lecturing, you are required to watch all lecture videos and other required videos before class, as well as answer any questions with the videos in order to receive credit. Each lecture will be accompanied by a Canvas-based discussion board to ask questions about the lecture content.
- Most readings will be posted online through the tool **Perusall** (available through Canvas). Perusall allows you to ask questions and get answers through collaborative reading of the text.

## **EXPECTATIONS**

### **Review Assignment Requirements Thoroughly Before Drafting Submissions**

This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

### **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 Federal Plain Language 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. 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 dialoging with the 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, 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.

### **Online Class Engagement Policies**

The online learning environment is challenging for students and faculty alike. In order to gain the most from the class, the expectations of an Evergreen learning community also apply to the online environment. You are expected to treat everyone in the learning community with respect by pro- moting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression using high standards in reading, writing, lectures, and comments; handling all disputes in a spirit of goodwill; and respecting differences.

Specifically, in the online format, students are expected to:

- Engage with the asynchronous online tools (Canvas, Perusall, and EdPuzzle) in

a timely fashion.

- Provide public comments (in Perusall, Canvas discussions, and Zoom chat) that are respectful of all community members.
- For guest and student presentations and small-group discussions (including paired discussions) connect with the people in the learning community by keeping your camera on and acting appropriately on camera.

### **Asynchronous Flipped Learning**

The concept of “flipped learning” is intended to maximize the value of our time in class by having students complete preparation work for class workshops and seminar on their own before class. For this class, this is in the form of short lecture videos on the **EdPuzzle** platform, which will be supplemented by slides for you to take notes with, and a discussion board for each module’s questions. In lieu of in-person lecturing during class time, **all videos are required**. Be sure to watch the video in full to the end and answer any questions to get credit.

Seminar readings utilizing Perusall are required and count towards your seminar participation evaluation. Please make sure you are meeting the following requirements for each reading in order to get full credit for each reading:

- At least **one original contribution that engages in critical thinking and makes a substantive contribution about some part of the reading** (refer to last year's Miniature Guide to Critical Thinking: Concepts and Tools, also available as a free e-book through the Evergreen library)

### **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/religious-observance>.

### **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.

Throughout both quarters, you will write and receive regular peer feedback team evaluations via ITP Metrics (The Individual and Team Performance (ITP) Lab at University of Calgary). These are research-backed evaluations designed to help you understand your personal strengths and challenges and assess team health to help

manage conflicts throughout the 2 quarters you are working on your group project. **You are expected to complete all peer and team evaluations** that are sent via email and use them with your group.

### **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 people's' 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 the quarter.

### **Evaluation**

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 groups as groups during the evaluation period, but will not submit written evaluations. Faculty advisors will hold brief evaluation conversations with individual team members at that time to share thoughts on individual student progress. Written self-evaluations and evaluations of faculty are required at the end of winter quarter. Evaluations are considered "submitted" only when posted through the College portal.

### **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 TESC's Students With Disabilities Policy [here](#).

### **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 preparing our papers, lectures, and comments in seminar; handling all disputes in a spirit of goodwill; respecting our differences; and, discussing any problems involving others in the learning community directly with the individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) 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. Prospective students may visit one class meeting of second year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. 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**

If conducted in person, in the event of bad weather or emergencies students should check with television, web pages, and 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 class even if campus is open. If we do this we will send an all-class email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

### **Communicating with Each Other**

Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

## **BOOKS**

All books are available through the Evergreen library, either as e-books or in physical format. **Books to purchase:**

Goldrick-Rab, Sara. 2016. [\*Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream\*](#). Chicago: University of Chicago Press. **(new for Winter 2022)**

Gooden, S. T. & Berry-James, R. M. (2018) [\*Why Research Methods Matter: Essential Skills for Decision Making\*](#). Melvin & Leigh.

Rubin, Herbert J., & Irene Rubin. 2011. [\*Qualitative Interviewing: The Art of Hearing Data\*](#). Sage Publications.

Singleton Jr., R. A. & Straits, B. (2018). [\*Approaches to Social Research\*](#), 6th Edition. New York: Oxford University Press.

Other readings posted to Canvas, TBA

## **ASSIGNMENTS**

The primary goal for both quarters of ATPS is to give you direct experience with applied primary research. You will, soup to nuts, design and deploy a research project that informs a public, policy, organizational or social/cultural question or challenge. In other words, **it's real**.

We will work on defining and narrowing research questions, designing instruments to collect qualitative and quantitative data, ensuring the privacy and safety of research participants, collecting and analyzing data and reporting your findings. These projects will be done **in groups of three people**; only under exceptional circumstances will we approve a larger group. You must include a survey as part of your data collection methods, as well as one qualitative method of collecting data (focus groups, interviews, ethnographic methods, etc.).

For this quarter, some assignments are project-based (done in project teams); other assignments are individual assignments (done individually).

**Unless otherwise noted, assignments are due by 5:00 PM on the day of class.** All assignments are to be submitted via Canvas.

*Details of each assignment are on the class Canvas site.*

**Research Plan (Team Project)  
(Week 1)**

**Second Reflective Memo on the Research Process and Expectations (Individual)  
(Week 1)**

**In-Class Excel Exercises (Individual)  
(Weeks 2 & 4)**

**Capstone Idea (Individual or Team)  
(Week 4)**

**Analysis Plan (Team Project)  
(Week 4)**

**Qualitative Data Codebook & Application (Team Project)  
(Week 5)**

**Team Process Check-In (Individual)  
(Weeks 5 & 9)**

**Choose your own assignment (Individual)**



**(Week 6)**  
**Policy Memo**  
**or**  
**Book Review**  
**or**  
**Recorded presentation about research methods (10 minutes)**  
**(Goldrick-Rab)**

**Capstone Proposal (Individual or Team)**  
**(Week 6)**

**Data Analysis (Team Project)**  
**(Week 6)**

**Tableau Dashboard (Individual)**  
**(Week 7)**

**Scholarly Peer Review (Individual)**  
**(Week 8)**

**Final Products (Team Project)**

**Draft of Audience-Specific Presentation (Team Project)**  
**(Week 8)**

**Draft of Compendium and Audience-Specific Written Piece (Team Project)**  
**(Week 9)**

**Final Products (Team Project)**  
**(Week 10)**