evergreen
YOUR WAY TO THE WORLD

Master of Public Administration Program

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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.

Winter 2020 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 for decisions?
3. How do we present audience specific 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.

Learning objectives include:
- 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 presenting data as information for decision making.

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 • 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 Collection • 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:

Tiffany Bergin. 2018. *An Introduction to Data Analysis.* https://bookshop.org/books/an-introduction-to-data-analysis/9781446295151

Lisa Dodson. 2011. *The Moral Underground: How Ordinary Americans Subvert an Unfair Economy.* (free access to e-copy of this book through Evergreen library) https://bookshop.org/books/the-moral-underground-how-ordinary-americans-subvert-an-unfair-economy/9781595586421

Stephanie Evergreen. 2019. *Effective Data Visualization: The Right Chart for the Right Data*. https://bookshop.org/books/effective-data-visualization-the-right-chart-for-the-right-data/9781544350882

Cathy O'Neil. 2017. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy.* https://bookshop.org/books/weapons-of-math-destruction-how-big-data-increases-inequality-and-threatens-democracy/9780553418835

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

DATE	TOPICS	READINGS	DUE
Week 1 **Jan. 6**	***From Consumer to Producer of Research***	O'Neil's *Weapons of Math Destruction* (all)	None
Week 2 **Jan. 13**	***Quantitative Analysis I***	Bergin, Chapter 4 Evergreen, Chapters 1-3	**Assignment #1** Literature Review
Week 3 **Jan. 20**	***Qualitative Analysis I***	Bergin, Chapter 6 Evergreen, Chapters 4 & 8	**Assignment #2** Research Critique & Highlights Paper
Week 4 **Jan. 27**	***Quantitative Analysis II***	Bergin, Chapter 5 Evergreen, Chapters 5-7	
Week 5 **Feb. 3**	***Qualitative Analysis II***	Bergin, Chapter 7	**Assignment #3** Research Analysis & Presentation Plan
Week 6 **Feb. 10**	***Polling Data Analysis***	Bergin, Chapter 8 Evergreen, Chapter 9	
Week 7 **Feb. 17**	***Data to Presentation I***	Bergin, Chapter 9 Evergreen, Chapter 10-11	**Assignment #4** Draft 1- Research report/ product **Draft Capstone Proposal** (One Page) Due
Week 8 **Feb 24**	***Data to Presentation II***	None	
Week 9 **March 3**	***TBD***	Dodson's *Moral Underground* (all)	**Assignment #5** Draft 2- Research report/ product plus draft visual aid **Draft Capstone HSRs** due if needed*
Week 10 **Mar. 10**	***Transforming Data into Information for Decision***	Find & Read reports from sources listed Bergin, Chapter 10	
SAT **Mar. 13**	***Group Presentations***	None	**Assignment #6** All final research project materials
Week 11 **Mar. 15-19**	***Evaluation Conferences***		Schedule with faculty

ASSIGNMENTS

Assignment #1 Literature Review (Team Assignment)
Due January 13, posted to Canvas by 6:30pm.

Purpose: Literature reviews, a standard in academic writing, also serves as a useful approach to writing for the practitioner. For example, in a grant proposal, researching and writing the "justification of need" section can be approached in a similar fashion. Literature reviews are just that—a review of the literature (i.e., books, academic journals, legitimate in-depth news articles) on a particular topic. The idea behind a literature review is that one needs to know what aspects of a topic have already been addressed, whether the research was sound, where there may be gaps in the research, etc.

Instructions: In developing your research design for fall quarter, each group began to research the academic literature regarding their chosen research topic. This assignment fulfills the need for a fully formed review of the literature about your research topics. The number of sources will vary from project to project but should be a thorough examination of the various topics that apply to your group's research project. 12-15 pages, APA format including title page, abstract, references page, main content is double spaced, 12 pt. font, with section headings and use of parenthetical citations.

Key Skills: develop an understanding of the history and background of an issue; demonstrate analytical ability; develop ability to critique a complex issue; illustrate ability to synthesize information from diverse sources into a holistic product; link previous research to current research.

Assignment #2: Research Critique Essay & Highlights Paper (Individual Assignment)
Due January 20, posted to Canvas by 6:30pm

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: First, pick a reading from articles referenced in your literature review. Make sure that the reading is robust enough to complete the parameters of this assignment. Second, provide a cover page for your critique that provides a concise summary of your analysis. This type of summary, known as a Briefing or Highlights Paper, is crafted for decision-makers to raise awareness of the technical and methodological issues found in studies presented during the policy development process. Successful briefing papers are typically one page in length (single spaced), avoid statements of advocacy on the policy issue, provide clear and concise summations of the problem statement, research methods, results, and clearly identify the limitations and bias of the research. Effective briefing or highlights papers do not use jargon and are easily understood by a variety of individuals. See the example GAO Highlights report (posted on Canvas). The one-page Highlights Paper should appear as the first page of the assignment (inserted before the research critique) and follow the format of the GAO Highlights report. Third, in addition to this one-page highlights paper, complete the research critique essay as outlined below:

Research Critique Essay 4-5 pages, double spaced, APA formatting for in-text citations and references.

Respond to the following items:
- 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 framework for the problem under investigation?
- Methodology and methods: what methodology and methods were used to gather and analyze the data? Was this the best way to collect and analyze the data needed to answer the question posed in the study? Is it described adequately in the study? What key concepts and variables did the authors formulate and study? Are causal assertions made? Are they proven? Are the claims of the authors overstated? What do the findings mean? How do you evaluate their use of statistics?
- Sampling: what is the sampling approach and is it appropriate?
- Design: critique the overall design of the research: what does it do well, and where does it fail? What problems are the authors/researchers addressing? What assumptions are they making?
- Findings: What are the findings? Are the results clearly written and logically organized? Are the authors' conclusions consistent with the data? Are the limitations, assumptions, and bias discussed? Are findings (in)consistent with the literature review? Are the results of the research credible? Are there recommendations for decision makers? Do the authors provide convincing support? Would you trust the data and their analyses to make decisions? What is missing?

Key Skills: ability to understanding research, communicate research findings, assess quality of research

Assignment #3: Research Analysis Presentation Plan (Team Assignment)
Due February 3, posted to Canvas by 6:30pm

Purpose: The purpose of this assignment is to facilitate group planning and increase the likelihood of a successful group assignment.

- How are you going to analyze the data you have collected?
- List the steps you will take (literally) to organize, transfer, and interpret your data.
- In what ways does the original data you have collected relate (or not) to your secondary data and to the literature review?
- Do your initial findings help you answer your guiding research question?
- How do you intend to present your findings for your specific audience?
- Revised team work plan

Key Skills: Strategic planning, decision-making, group facilitation

Assignment #4: Research Report/Product Draft 1 (Team Assignment)
Due February 17, posted to Canvas by 6:30pm

Purpose: Completing the aspects of a research project including data collection and analysis, as part of a team, is a common approach in public agencies and nonprofit organizations to tackle complex social problems.

Research Report (required): The page limit for reports will vary as each 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. A practitioner-oriented report should include:

- Executive summary with research question.
- The body of the report will include:
  - Introduction that includes a well-focused discussion to frame the issues and note your problem statement with guiding research question.
  - Synthesis of literature to set the context (including taxonomy).
  - Research objectives and methodology (including limitations, assumptions, research/data collection plan, and analysis plan).
  - Findings (main "story-line". May be presented with charts, graphs, or tables with your interpretations). The results and their meaning to your specific audience. Key quotes from the qualitative data. Similarities and differences between the responses: patterns, themes, connections between quantitative and qualitative data. How your findings relate back to your literature review (triangulation).
  - Conclusion, recommendations, areas for future research. Recommendations for organizational/policy change or suggestions for future research should be clear, specific, and logically from the findings. Clearly identify a "take away" message and explain how you have answered your guiding research question.
  - All instruments and protocols should be included as an appendix.

Research Product (optional): All research 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.) The product might be the same as your visual aid. 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.

Key Skills: Collaboration, co-authorship, data collection and analysis, literature review, report writing

Assignment #5: Research Report/Product Draft 2 + Draft Visual Aid. (Team Assignment) Due March 3, posted to Canvas by 6:30pm

Research report: Include revisions from first draft of Assignment #4.

Purpose: From Assignment #4, plus learning how to convert raw data into understandable and useful information for many audiences is a fundamental to being a successful public and/or nonprofit practitioner.

Visual Aid (might be the same as your "research product from Assignment #4")
- A visual aid is required for the presentation. Consider using one or more of the following tools: slide shows (prezi.com, haikudeck.com, projeqt.com, visme, bubbl.us), word cloud, website (wix.com, weebly.com), infogram (Piktochart, thinglink.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com), interactive worksite (trello). All presentations should adhere to the following guidelines:
  - Any photographs or graphs/charts should have a summary notes about what is being displayed.

- o All photographs or graphs/charts should be cited with their source.
- o Accessibility: 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
- o If using a video, it may not take up the entire presentation time.
- o All members of the group are expected to participate in the presentation/facilitation as able.

Key Skills: learn to distill and present data into understandable, useful, and accurate visualizations

Assignment #6: Final Research Report/Product, Visual Aid, and Presentation. (Team Assignment)
Due March 13, posted to Canvas by 9:00am

Purpose: Outlined in previous assignments.

Instructions:
- Presentation: a total of 15 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.
- Q&A Session: the presenters will then facilitate a 5-minute question and answer session with the class.

Key Skills: develop data presentation skills and moderating audience participation

See assignment requirements above. Invite research study participants, supporting organizations to final presentations if appropriate.

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 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. In case of loss of power, inform your group members and your faculty via text.

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.