

Analytical Techniques for Public Service, II

Winter 2020, PNAPP

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."

Class Meetings & Locations:

6pm-10:00pm

Thursdays Jan. 9 – Mar. 20

Location: Sem 2 E 1105

Saturday joint cohort class: Feb. 22, 9am-4pm

Location: TBA

Faculty Teaching Team:

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Master of Public Administration Program

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.

Required Books:

Eller, W. S., Gerber, B. J., & Robinson, S. E. (2018). *Public administration research methods: tools for evaluation and evidence-based practice*. Routledge. ISBN: 978-1138059290 **(CARRIED FORWARD FROM FALL QUARTER)**

Brown, B., (2015). *Daring greatly: how the courage to be vulnerable transforms the way we live, love, parent, and lead*. Avery. ISBN: 978-1592408412

Evergreen, S., (2019). *Effective data visualization: the right chart for the right data*. 2nd Edition. Sage Publications Inc. ISBN: 978-1544350882

Jolivet, A., (2016). *Indian blood: HIV and colonial trauma in San Francisco's Two-Spirit community (Indigenous Confluences)*. University of Washington Press. ISBN: 978-0295998503

Full Reading List by Week (content posted on canvas)

Week 1, January 9:

Indigenous Knowledge Frameworks, Participatory Action Research, Community Based Research, Grounded Theory Method, Advocacy Research, Feminist Research Approaches
NO ASSIGNED READINGS

Week 2, January 16:

Qualitative Data Analysis

Required

Find & Read Qualitative analyses from the listed sources.

Week 3, January 23:

Descriptive Stats for PA

Required

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 13, 14 (REVIEW)

Find & Read Quantitative analyses from the listed sources: find a report that includes descriptive statistics. This will help with completing the highlights paper.

Week 4, January 30:

Inferential Stats for PA

Required

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 15, 16, 17

Recommended (Week 4)

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 18, 19, 22, 23

Week 5, February 6:

Graphs & Presenting Useful Information

Required

Book: Evergreen, *Effective data visualization: the right chart for the right data*. 2nd Edition

Week 6, February 13:

Research as Story

Required

Book: Brown, *Daring greatly: how the courage to be vulnerable transforms the way we live, love, parent, and lead*

Week 7, February 20:

Research as Healing: Collaborating with rightsholders communities

Required

Book: Jolivet, *Indian blood: HIV and colonial trauma in San Francisco's Two-Spirit community (Indigenous Confluences)*

Week 8, February 27:

Transforming Data into Information for Decision

Required

Find & Read reports from the listed sources

Week 9, March 5:

Practice Presentations: no assigned readings

Week 10, March 12:

Final Presentations: no assigned readings

Winter 2020 Schedule (Faculty may alter schedule)

	<i>Topic</i>	<i>Reading</i>	<i>Deliverable</i>
Week 1 Jan. 9	<i>Indigenous Knowledge Frameworks, PAR, CBR, GTM, Advocacy Research, Feminisms</i> <ul style="list-style-type: none">◆ Lecture/Fishbowl◆ Workshop: census◆ Seminar	None	Assignment #1 Literature Review
Week 2 Jan. 16	<i>Qualitative Analysis for PA</i> <ul style="list-style-type: none">◆ Workshop: coding & interpretation◆ Workshop: team management	Find & Read Qualitative analyses from sources listed	Assignment #2 Research Critique & Highlights Paper
Week 3 (lab) Jan. 23	<i>Descriptive Stats for PA</i> <ul style="list-style-type: none">◆ Excel Practitioner Tips◆ Workshop: coding & interpretation◆ In-class Quiz	Eller, Gerber & Robinson – Chapters 13, 14 Find & Read Descriptive Quantitative analyses from sources listed	Assignment #3 Research Critique & Highlights Paper
Week 4 (lab) Jan. 30	<i>Inferential Stats for PA</i> <ul style="list-style-type: none">◆ Excel Practitioner Tips◆ Workshop: interpretation◆ In-class Quiz	Eller, Gerber & Robinson – Chapters 15, 16, 17	

	<i>Topic</i>	<i>Reading</i>	<i>Deliverable</i>
Week 5 (lab) Feb. 6	<i>Graphs & Presenting Useful Information</i> <ul style="list-style-type: none"> ◆ Guest speaker ◆ Workshop: interpretation ◆ In-class Quiz 	Stephanie Evergreen Book	Assignment #4 Research Analysis & Presentation Plan
Week 6 Feb. 13	<i>Research as Story</i> <ul style="list-style-type: none"> ◆ Guest speaker ◆ Workshop ◆ Seminar 	Brene Brown Book	
Week 7 Feb. 20	<i>Research as Healing: Collaborating w/ rightsholders and communities</i> <ul style="list-style-type: none"> ◆ Guest speaker <i>Team Time</i>	Andrew Jolivet Book	Assignment #5 Draft 1- Research report/ product *For Capstone Students <i>Only</i> : Capstone Proposal (One Page) Due*
Week 7 Sat., Feb. 22	<i>Joint Cohort Class</i> <ul style="list-style-type: none"> • Morning of service • Shared potluck • Afternoon team time 	None	
Week 8 Feb. 27	<i>Transforming Data into Information for Decision</i> <ul style="list-style-type: none"> • Guest panel • Capstone Students: Draft HSRs Due if needed* 	Find & Read reports from sources listed	Assignment #6 Draft 2- Research report/ product Plus draft visual aid
Week 9 Mar. 5	<i>Practice Presentations</i> presentations in seminar	None	
Week 10 Mar. 12	<i>Final Presentations</i> <ul style="list-style-type: none"> • Conference Format *Capstone Students: Final HSRs Due if needed*	None	Assignment #7 Final- Visual aid & Report/ product

Assignments

Assignment #1 Literature Review

Due January 9, posted to canvas by 6pm. Length 8-10 pages.

(APA format, title page, abstract, references page, main content is double spaced, 12 pt. font, Times New Roman, with section headings and use of parenthetical citations.)

Historically, the U.S. Census Bureau has [undercounted](#) American Indian & Alaska Native [populations](#). The majority of Native Americans [do not live on reservations](#).

What if the [U.S. Census Bureau](#) tried different approaches to [counting](#) American Indian & Alaska Native populations (both on and off reservations)? Conduct a literature review to respond to this question. Specifically, the literature review should examine each of the following research approach options.

- Indigenous Knowledge Framework
- Participatory Action Research
- Community Based Research
- Advocacy Research
- Grounded Theory Method
- Feminist Research Approaches

As an appendix, include a table of the sources used with labels by major themes. This is a taxonomy. See examples on canvas.

Assignment #2: Research Critique Essay & Highlights Paper (Individual Assignment)

Due: posted on Canvas Thursday January 16 by 6:00pm.

Instructions: *First*, pick a reading from the list provided and critique the research in depth using the question prompts below. *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 of ***students pick from the reading list***. 4-5 pages, double spaced essay, APA format.

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?

Assignment #3: Research Critique Essay & Highlights Paper (Individual Assignment)

Due: posted on Canvas Thursday January 23 by 6:00pm. **See assignment requirements above (Assignment #2)**

Assignment #4: Research Analysis & Presentation Plan. (Team Assignment)

Due: posted on Canvas Thursday February 6 by 6:00pm.

- 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 in 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

Assignment #5: Research Report/Product Draft 1. (Team Assignment)

Due: posted on Canvas Thursday February 20 by 6:00pm.

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 (include 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 different approach to presenting your results/findings dependent upon your target audience.

Assignment #6: Research Report/Product Draft 2 + Draft Visual Aid. (Team Assignment)

Due: posted on Canvas Thursday February 27 by 6:00pm. Include revisions from draft 1. **See assignment requirements above in Assignment #5.**

Visual Aid (might be the same as your “product”)

- 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.
- 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), 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:
 - 1) Any photographs or graphs/charts should have a summary notes about what is being displayed.
 - 2) All photographs or graphs/charts should be cited with their source.
 - 3) 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>
 - 4) If using a video, it may not take up the entire presentation time.
 - 5) All members of the group are expected to participate in the presentation/facilitation as able.

Assignment #7: Final Visual Aid & Research Report/Product. (Team Assignment)

Due: posted on Canvas Thursday March 12 by 6:00pm. **See assignment requirements above.**

Invite research study participants, supporting organizations to final presentations if appropriate.

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: 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. You can contact our writing support at: EvergreenWritingAssistant@gmail.com ; 360-867-6820 ; LAB I, Room 3016. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center:

<https://inkwellpublication.wordpress.com/>

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, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the scheduled course to receive course credit. After 12 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed and turn in any assignments that were due on the class date missed.

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 faculty 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: 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. No partial credit or incompletes will be awarded. 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.

Evaluation: Final eval conferences are required at the end of winter quarter. Student's cumulative fall/winter self eval and eval of faculty are required for credit.

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 e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

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](#).

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook:

<https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

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.

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

<http://www.evergreen.edu/studentaffairs/student-conduct>

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

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 first 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 handbook. 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: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 360-867-6000 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 the start of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

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