

Analytical Techniques for Public Service (ATPS II)

Winter 2020

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

ATPS II (Winter 2020)

Feb 7-9, 21-23, Mar 6-8

1-5p Fri

9a-4p Sat/Sun

Class Location

ATPS II (Fall 2019)

Seminar II D 2105 and D2109

February 22, 2019: TBA

Faculty Teaching Team

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Course Overview

ATPS I & II is a two-quarter, linked, course that focuses on building research and analysis knowledge, skills, and abilities. We are one of the few MPA programs that provides an opportunity to do a complete research project, from start to finish. 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.

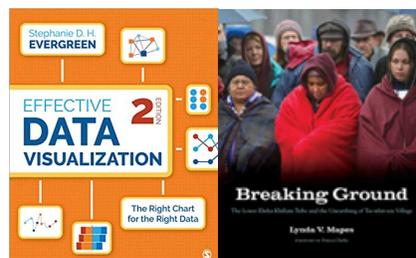
ATPS II

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.

Winter Book List

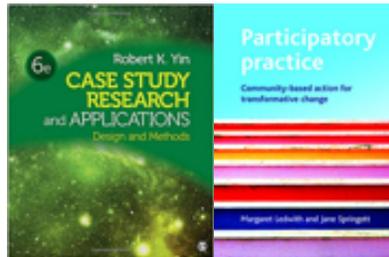
New



Evergreen, Stephanie. (2019). [*Effective Data Visualization: The Right Chart for the Right Data*](#). 2nd Edition (1st is ok too). Sage Publications. ISBN-13: 978-1544350882

Mapes, Lynda V. (2009). [*Breaking Ground: The Lower Elwha Kallam Tribe and the Unearthing of Tse-whit-zen Village*](#). University of Washington Press. ISBN-13: 978-0295988788

Continued from last quarter



Yin, Robert K. (2017). [Case Study Research and Applications: Design and Methods \(Sixth Edition\)](#). Sage Publications. **ISBN-13:** 978-1506336169

Ledwith, Margaret and Jane Springett (2010) [Participatory Practice: Community -based action for transformative change](#). Policy Press. **ISBN-13:** 978-1847420121

Additional readings may be posted to Canvas

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 IX Coordinator, it is up to you to control how your case is 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.

Incident 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](https://evergreen.edu/emergencyresponse). 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.

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 the quarter. Faculty evaluations are also required – 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. Student evaluations are written, and evaluation conferences held, at the end of Winter term.

Assignments

Assignments Overview (Winter, 2020)

Individual Assignments	Team Assignments - Research Projects
Individual Assignment # 1: Breaking Ground Response Essay. DUE: February 8.	<i>Research Project Assignment #2.1:</i> Pilot Instruments and Project Status Update. 1 page. DUE: ASAP, no later than Friday, February 7.
<i>Individual Assignment #2: BYO Research Paper Review (peer reviewed journal article or white paper) Review.</i> 3-4 pages. DUE: February 22	<i>Research Project Assignment #2.2:</i> Data Analysis Summary. 3-5 pages (more as needed for visuals). DUE: February 23
<i>Individual Assignment #3:</i> Data Visualization Review. 3-4 pages. DUE: February 23.	<i>Research Project Assignment #2.3:</i> Final Research Report Draft. DUE: March 2
<i>Individual Assignment #4:</i> Reflection Paper on Shared Class. 3-4 pages. DUE: February 26	<i>Research Project Assignment #2.4:</i> Presentation Practice. 30 minutes. Presented to your faculty sponsor on March 7
<i>Individual Assignment #5:</i> Self and Faculty Evaluations. DUE: March 9, 2020	<i>Research Project Assignment # 2.5:</i> Final Presentation. DUE: March 8

	<i>Research Project Assignment # 2.6: Final Report. DUE: March 8</i>
<i>Capstone Proposal (Individual or Team). 4 pages. DUE: March 11</i>	

Research Project Assignments

Students will continue to work in their project teams on their research project. Work this quarter involves collecting and analyzing the data, producing visual reporting of results, and writing the research report/telling the research story. Data collection should begin before the first day of class, in order for the project to be successful.

Research Project Assignment #2.1: Pilot Instruments and Project Status Update. 1 page. DUE: ASAP, no later than February 7.

Over the break, see your Evergreen HSR application through to approval. Once approved, pilot your data collection instruments. Ask friends/family to respond. Ask them to tell you what works and what doesn't and why. Submit a 1-page summary of pilot, any proposed changes to instruments to your project faculty sponsor, and any other project status updates ASAP before class starts in February. You need to start collecting your data as soon as possible in Winter term so work closely with your faculty sponsor to facilitate this. There will be some time set aside during the Tribal Policy weekends for teams to work on their research projects.

Research Project Assignment #2.2: Data Analysis Summary. 3-5 pages (more as needed for visuals). DUE: February 23.

Time to see what you've discovered! Share six key findings from your research. Use visual methods to summarize your findings and also discuss them in a narrative form (take your direction from how others do this). The point is to complete a rigorous analysis of the data and report on those findings. Visuals may require extra pages -- that's ok.

Research Project Assignment #2.3: Final Research Report Draft. Due March 2.

Incorporate revisions based on feedback from your faculty sponsor. This version needs to be a complete and polished draft! Note that the style of the report will depend upon your intended audience. At the least, the report needs to include:

- Abstract or Executive Summary
- Introduction & Literature Review
- Methods
- Results
- Discussion/Conclusions
- Bibliography

Research Project Assignment #2.4: Presentation Practice. 30 minutes. Presented to your faculty sponsor on March 7.

Each research project group will practice their presentation and receive feedback from their faculty sponsor. Presentations include facilitating a 5 minute question and answer session.

Visuals should be appropriate for the audience of your study. All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have a summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
- If using a video, it should not take up the entire presentation time.
- All members of the group are expected to participate in the presentation/facilitation as able.

Research Project Assignment # 2.5: Final Presentation. DUE: March 8. See above for details.

Research Project Assignment # 2.6: Final Report. DUE: March 8

Based on the feedback received, revise the report and product into a final format to be submitted to faculty and your research participants.

Individual Assignments

Individual Assignment # 1: Breaking Ground Response Essay. 2-4 pages. DUE: February 8.

Respond to the storytelling of the text. How are data, information, and cultural knowledge used to tell this story? What is effective? What is not effective? What can you learn from this case study that may inform how you report/tell the story of your research project?

Individual Assignment #2: BYO Research Paper Review (peer reviewed journal article or white paper) Review. 3-4 pages. DUE: February 23, 2020

You will select a research paper of a public policy/public administration topic (peer reviewed journal article or white paper - if in doubt, ask your faculty sponsor) and review/examine it as if you were planning to undertake a similar project yourself. First answer, What are the author's main theses and arguments? Then you will turn to a review of the research itself: What are the methods and key conclusions of the research? Does the evidence support the conclusion? If you were to pursue this research topic, what would you do differently? Bring the reading to class for seminar and post it to Canvas, along with your analysis, so your seminar leader can see the details. We will share and discuss in seminar, so be prepared for an informal oral presentation along the lines of your written submission.

Individual Assignment #3: Data Visualization Analysis Review. 3-4 pages. DUE: February 23.

Search the web for a particularly interesting single visual presentation (beautiful visualization) of a complex idea. This could be a table, graphic, illustration, etc. from a research article (can be from previous work you have done for class). Your single visual presentation should not be animated. Like the BYO Research Paper (below), you will do three things with this visualization: 1) Bring it to class to share, 2) post it to Canvas, and 3) provide a written response to the visualization. Your written submission should describe the findings, and share your perspective about why you find it interesting and effective. As with the BYO research paper, we will share and discuss in seminar, so be prepared for an informal oral presentation along the lines of your written submission.

Individual Assignment #4: Reflection Paper on Shared Class. 3-4 pages. DUE: February 26

Write a reflection paper on the activities for the combined class on February 22. More information TBA (on Canvas).

Individual Assignment #5: Self and Faculty Evaluations. DUE: March 9, 2020

Things to consider for your self evaluation: Reflect on your experiences in ATPS I & II. What did you learn and what does research mean for/to you? How has your own approach to research evolved (or not)? What do you think about the topic your team is working on? Are you satisfied with how your team developed and are now implementing your research project? What surprised you about the research process? What kind of researcher do you think you are now? How does this fit in with your overall experience in the MPA program?

Capstone Assignment

A Capstone proposal (individual or team) is required before the end of this term. Time will be set aside in class (March 7 & 8) to discuss and work on Capstone proposals.

Capstone Proposal (Individual or Team). 4 pages. DUE: March 11

The proposal is comprised of short responses to each the following bullets only:

- Background
- Objective(s)/Purpose/Intentions
- Methods or Techniques
- Deliverables/Outputs – outputs are the actual products of your work (meetings, reports, presentation to organizations, etc.)
- Expected Outcomes – outcomes are the anticipated or hoped for effects of your work
- How does your proposed project demonstrate the MPA KSAs?
- How does your proposed project demonstrate the MPA Mission?
- How will the work contribute to positive change?
- Proposed project timeline.

Quick View of Winter Weekends:

Weekend 1 – Feb 7-9	Weekend #2 – Feb 21-23	Weekend #3: March 6-8
<p>MEET: Saturday & Sunday READ: Mapes (all) and Yin (Chapters 4, 5 & 6)</p> <p>WHAT: Analyzing Data</p>	<p>MEET: Saturday & Sunday READ: Evergreen (all) & Ledwith and Springlett (Section 2)</p> <p>WHAT: Visualizing and Reporting</p> <p>Feb 22: Shared Session with PNAPP Cohort</p>	<p>MEET: Saturday and Sunday READ:</p> <p>WHAT: Final Presentations/Capstone Preparation</p> <p>Practice Presentations on March 7; Presentations on March 8</p> <p>Capstone preparation March 7 & March 8</p>