Analytical Techniques for Public Service (ATPS) I

Fall 2022

Teaching team:

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Location

In person lecture meets in Purce Hall 7
In person seminar rooms: Purce Hall 6,7,&8
Zoom meeting ID: available on the course Canvas page.

Delivery mode for Fall 2022

This quarter the ATPS I course will be a HyFlex Hybrid offering. Students can participate in person and/or remotely.

The Evergreen State College COVID policies – Fall 2022

Health and Well-Being are central to student success, and at Evergreen we are committed to creating and maintaining a learning and working environment that is healthy, accessible, and equitable.

Evergreen has adopted a vaccination requirement to ensure maximum opportunities are available on campus as conditions allow.

Vaccine Requirement. All students, faculty, and staff who come to campus are required to be vaccinated (or have an approved medical or religious exemption on file). Students and employees with an approved exemption and accommodation must always follow the guidelines of that accommodation.

Mask Requirement. Evergreen does not have a college-wide mask requirement. Though not required, mask-wearing is optional and encouraged. (Note some exceptions: masks are still required in health care settings and when exposed to or recovering from COVID-19.) Students, staff, and faculty will have different levels of comfort in wearing masks, and we should all endeavor to foster an ethic of care, consideration and acceptance in our learning community.

Any class member who feels ill with headache, excessive fatigue, fever, coughing, congestion, or other symptoms should stay home, notify the faculty, and submit a Health Verification Form (in my.evergreen.edu). Faculty will provide you with guidance on continuing your academic work and the College's COVID team will provide direction on managing your health risks.

If you have questions or concerns please contact your faculty. If you wish to report a covid safety issue contact covid@evergreen.edu.

COURSE DESCRIPTION AND OBJECTIVES

Analytical Techniques for Public Service is a two-quarter long Core course 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), and 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 qualitative data collection and analysis;

- Develop skills in communicating about data (displaying and presenting data;) and writing research reports; and

- Become a savvy and sophisticated consumer of research.

In the Fall quarter, we focus specifically on questions of research design and deployment and the application of analytical techniques in public service.

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: All papers will be submitted as requested by your seminar faculty member. All papers must meet assignment parameters and cite works using the American Psychological Association citation style. All written work will be of high quality, grammatically correct, clear and without spelling errors. 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, on a case-by-case basis. Make-up work must be completed by the end of the quarter for course credit. Multiple absences put you at risk for no credit.

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.

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 term.

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 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 are required at the end of each 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.

Washington State law (RCW 28B.10.039) requires that institutions of higher education accommodate students by allowing two days of absence and make-up work for religious holidays per year. While Evergreen moves toward putting religious holidays into the online campus calendar, check the University of Washington's religious holidays calendar.

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and

comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss 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: 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.

Required readings - Both are available as free EBooks from TESC Library

Kovach, M. (2021). *Indigenous methodologies: Characteristics, conversations, and contexts*. University of Toronto press.

Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds.). (2015). *Handbook of practical program evaluation* (p. 492). USA: John Wiley & Sons.

Other readings posted to Canvas.

ASSIGNMENTS

The primary goal for both quarters of ATPS is to give you direct experience with applied primary research. You will, learn how to design and deploy a research project that informs a public, policy, organizational or social/cultural question or challenge.

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 <u>may</u> be done **in groups of three people**; only under exceptional circumstances will we approve a larger group.

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 6:00 PM on class day, in the weeks noted on the schedule (posted separately). All assignments are to be submitted via Canvas.

Quarter long assignment - Complete CITI Training by December 10, 2022

We will go over the details and log-in information in class.

CITI training is required for all researchers conducting research with human subjects. Evergreen IRB requires at least an 80% passing grade on each module. The training is online through https://www.citiprogram.org/ and consists of course modules where you are required to review instruction materials and take required quizzes. There is typically a short quiz (4-10 questions) at the end of each module. You may return to a module and re-take the quiz if necessary. You do not have to complete all of the modules at one time. Your quiz score(s) will be stored and you can return to complete the remaining modules at any time. You must complete the training and present a certificate with a minimum of 80% passing grade to your faculty by December 10, 2022. Each week we are allocating an expected asynchronous time, from 8:30 to 10:00pm towards the completion of this assignment.

Assignments 1-5 below build on each other and are components of the final project for the quarter - Program Evaluation Plan (Assignment 6). Assignments 2-5 are required sections (components) of the evaluation plan. In week 4, students will submit an evaluation critique of a program of their choice. This is an opportunity for you to review some program evaluation examples in a policy arena of your interest and become familiar with program evaluation formats. You will select a program of your choice for the two subsequent assignments (Logic model - week 5; performance monitoring system - week 6). Lastly, in weeks 9 and 10 you will submit assignments that outline data gathering strategies and instruments that will be included in your evaluation plan.

Assignment 1 - Program evaluation critique (Due in Week 4)

- Evaluation critique: Students will review critically an existing evaluation that they select. The evaluation critique should be three to four pages (single-spaced) and contain the

following: (i) a brief description of the focus and findings; (ii) identification of the key evaluation questions addressed; (iii) brief summary of the research design and data collection methods used;

Assignment 2 - Logic model (Due in Week 5)

- Design a logic model for a program of your choice. Be sure to include all relevant aspects of logic models (outlined in Newcomer, Hatry, & Wholey, Chapter 3).

Assignment 3 - Designing a performance monitoring system (Due in Week 6)

- After reviewing the contents of Chapter 5, design a performance monitoring system for a program of your choice. What are you tracking, and why?

Assignment 4 - Semi-structured interviews and focus groups: pick one of the two options (Due in Week 9)

Below are two options to complete Assignment 4. Please complete only one.

- Develop the questions and the interview guide for an evaluation of a program of your choice that would use semi-structured interviewing as its primary data collection method. Bring your assignment to class, as we will pretest the questions and interview guide by interviewing your classmates, and revise the questions and the interview guide as appropriate.
- Write a one-page memo explaining why you feel it would be worth to conduct focus groups.

Assignment 5 - Survey instruments (Due in Week 10, Thursday)

- For a program of your choice, develop examples of survey questions that would provide valuable information. In addition to the survey instrument, provide a memo that (i) identifies the population to be sampled; (ii) explain how you will obtain a representative sample; and (iii) indicate how you will ensure the validity and reliability of the data gathered.

Assignment 6 - Program evaluation plan (Due in Week 10, Thursday)

An evaluation plan is a written document that describes how you will monitor and evaluate a program, how you intend to use evaluation results for a program improvement and decision-making. The evaluation plan clarifies how you will describe the "what", the "how", and the "why it matters" for your program. Similar to a roadmap, an evaluation plan clarifies the steps needed to assess the processes and outcomes of a program. An evaluation plan serves as a bridge between evaluation and program planning by highlighting program goals, clarifying measurable program objectives, and linking program activities with intended outcomes. Detailed instructions, resources, examples, and a template are provided on canvas.

Weekly schedule:

Week	Topic	Reading	Due
Week 1 September 29	Research, evaluations, and positionality – Part I	Kovach, Chapters 1-4	
Week 2 October 6	Research, evaluations, and positionality – Part II	Newcomer, Hatry, & Wholey, Chapters 1, 11, 12	
Week 3 October 13	Why evaluations?	Newcomer, Hatry, & Wholey, Chapters 27, 26, 28, 30, 31	
Week 4 October 20	Working with stakeholders and rightsholders	Newcomer, Hatry, & Wholey, Chapters 2, 3	Assignment 1
Week 5 October 25	Research design & developing performance measures	Newcomer, Hatry, & Wholey, Chapters 5, 6, &7	Assignment 2
Week 6 November 3	Data collection procedures I - records - internet - ratings	Newcomer, Hatry, & Wholey, Chapters 13, 18, 16	Assignment 3
Week 7 November 10	Data collection procedures II - stories	Kovach, Chapters 5-9 (plus Conclusion & Epilogue) Newcomer, Hatry, & Wholey, Chapter 21	
Week 8 November 17	Data collection procedures III - interviews - focus groups - field data collection	Newcomer, Hatry, & Wholey, Chapters 17, 19, 20	
November 21-27 Thanksgiving Break			
Week 9 December 1	Data collection procedures IV - surveys	Newcomer, Hatry, & Wholey, Chapter 14	Assignment 4
Week 10 December 8 (Thursday)	Course wrap up, practice presentations		Assignment 5 Assignment 6
Week 10 December 10 (Saturday)	Presentations		