

## Analytical Techniques for Public Service (ATPS) II

Winter 2023

Teaching team:

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### **Location**

In person lecture meets in LAB 2 1223A - CAL West, LAB 2 1223B - CAL East  
Zoom meeting ID: available on the course Canvas page.

### **Delivery mode for Winter 2023**

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

### **The Evergreen State College COVID policies – Winter 2023**

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](http://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](mailto:covid@evergreen.edu).

## **COURSE DESCRIPTION AND OBJECTIVES**

Analytical Techniques for Public Service focuses on using systematic investigations through applied research in public administration, public policy, and nonprofits. 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. This quarter the learning objectives include:

- Develop knowledge, skills, and abilities as competent and critical/consumers of data, information, and analyses.
- 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.

**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 require 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 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**

Levitin, D. J. (2019). *A Field Guide to Lies: Critical Thinking with Statistics and the Scientific Method*. Penguin.

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 may be completed **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.

### **Assignment 1 – Quantitative data preparation**

Data preparation, cleaning, formatting.

### **Assignment 2 – Quantitative data analyses**

Chi-square test, t-test, Analysis of Variance (ANOVA).

### **Assignment 3 – Qualitative data analyses**

Identify codes that might be used for the following interview excerpt. Be sure to make it clear from where in the text the codes would be used, for example, referencing lines or sentences.

### **Assignment 4 – Cost-benefit/cost-effectiveness analysis**

Cost-benefit/cost-effectiveness analysis.

### **Assignment 5 – Program evaluation plan – analysis plan**

Program evaluation plan analysis – students can revisit their fall assignment and complete the analysis plan by indicating how they will analyze their data.

### **Capstone Proposal – Due in week 5**

Capstone Projects can be completed by individuals or teams. Submit to the faculty team a short description of your Capstone project idea (think about using a one page memo format for this). If you are going to collect primary data or information from people, you'll need to indicate that you plan to do a Human Subjects Review at Evergreen and also at any participating organization (should it be required by that organization). The faculty team will review your outline, give you feedback, and faculty sponsors will be assigned. You may, of course, approach an individual faculty member directly about sponsoring your project. We will take all preferences into consideration.

## Assignment evaluation criteria

Assignments are evaluated on four criteria:

1. Demonstrates conceptual accuracy
2. Demonstrates application and/or synthesis of the content
3. Supports arguments or assessments with appropriate sources
4. Demonstrates clear communication

The specific instructions for each memo assignment provide specific details on how these criteria are applied. For each criterion, the submitted work is assessed on whether it “Fully Demonstrates”, “Significantly Demonstrates”, “Partially Demonstrates”, or “Does not Demonstrate” the relevant standard.

## Weekly schedule:

Week	Topic	Reading	Due
Week 1 January 12	Thinking critically about data and statistics: evaluating numbers	Levitin, Part I	
Week 2 January 19	Thinking critically about data and statistics: evaluating words	Levitin, Part II	
Week 3 January 26	Data preparation	No readings	
Week 4 February 2	Quantitative data analysis I	Newcomer, Hatry, & Wholey, Chapter 23	Assignment 1
Week 5 February 9	Quantitative data analysis II	Newcomer, Hatry, & Wholey, Chapters 23	Capstone proposal
Week 6 February 16	Qualitative data analysis	Newcomer, Hatry, & Wholey, Chapters 22	Assignment 2
Week 7 February 23	Cost-Benefit analysis	Newcomer, Hatry, & Wholey, Chapter 24	Assignment 3
Week 8 March 2	Visualization, writing about data, and telling compelling stories.		Assignment 4
Week 9 March 9	Evaluating the world  Meta data, updating your models	Levitin Part, III	
Week 10 March 16	Course wrap up, team time, practice presentations		Assignment 5
Week 10	Presentations		

March 18 Saturday			
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