

ANALYTICAL TECHNIQUES FOR PUBLIC SERVICE (ATPS) I FALL 2024

FACULTY

Lucky Anguelov, Ph.D.

Email and Office Phone: anguelol@evergreen.edu (360) 867-6636

Office hours: By appointment

Michael Craw, Ph.D.

Email and Office Phone: crawm@evergreen.edu (360) 867-6820

Office hours: By appointment

CLASS LOCATION & MEETING TIMES

Tacoma 105, Wednesdays 6:00 – 8:50 pm

Online: Saturday, October 19 and Sunday, October 20, 9 am – 3:50 pm

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. By the end of this course, students will have demonstrated their ability to:

- Explain *why* we do research in public service;
- Use statistical data to describe the scope of public problems;
- Describe the inputs, outputs, and outcomes of public programs and policies in measurable terms;
- Develop empirical strategies to evaluate program and policy outcomes;
- Carry out quantitative and qualitative data collection and analysis;
- Communicate data and research findings to a broad audience effectively;
- Interpret and use research findings critically to guide public programs and policies

Throughout this course, we will master these objectives by learning how to evaluate public programs and policies effectively. Program and policy evaluation studies guide public and

nonprofit organizations in making decisions that are informed by evidence, and thus are crucial to every public administration professional's toolkit. In the Fall quarter, we focus specifically on how to design effective program and policy evaluation studies, including developing logic models; measuring program and policy problems and outcomes; and designing strategies for data collection and analysis that assess the relationship between programs and outcomes.

COMMUNICATIONS

The faculty encourage and expect contact from you over the quarter. The easiest way to reach us is by e-mail (anguelol@evergreen.edu and crawm@evergreen.edu). You may also reach me at my office phone during business hours (9 am to 5 pm). Or you may make an appointment with either of us for a one-on-one Zoom conference or phone call.

We use Evergreen's e-mail and the course Canvas system to conduct course business. If you do not use Evergreen's e-mail system, please be sure to forward messages from this account to the e-mail account that you use. We will also place course assignments, handouts, PowerPoint slides, and other course materials on the course Canvas site.

COURSE MATERIALS

Books: You are required to have two books for this course:

Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds.). (2015). *Handbook of practical program evaluation*. USA: John Wiley & Sons. Print ISBN:9781118893609. Available as free e-book at Evergreen's Library site with Evergreen log-in: https://alliance-evergreen.primo.exlibrisgroup.com/permalink/01ALLIANCE_EVSC/1qa5k1c/alma99328596805401451

Miller Jane E. 2015. *The Chicago Guide to Writing about Numbers*. 2nd edition. University of Chicago Press. ISBN 978-0226185637.

In addition, we will occasionally use an open-source textbook that you can download from our course Canvas site:

Diez, David, Christopher Barr and Mine Cetinkaya-Rundel. 2019. *OpenIntro Statistics*. 4th edition. Also available online at <https://www.openintro.org/stat/textbook.php>

All other readings are available on our course Canvas site.

Hardware and software: You will need a laptop computer capable of connecting to Evergreen's Wifi network for some class sessions. Chromebook laptops are also available for checkout from Evergreen's library (<https://libguides.evergreen.edu/things/chromebook>). We

will make use of Microsoft Excel 365 for some of our work. All Evergreen students have access to Microsoft Excel through the Microsoft 365 suite.

COURSE ASSIGNMENTS, CREDIT, AND EVALUATIONS

You will be evaluated in this course based on your progress in meeting the course objectives described above, as assessed by the following assignments and requirements. To earn full credit for the course, students must satisfactorily complete all the following requirements:

Course Participation: One of the primary objectives of this class is to develop your ability to critically evaluate programs and policies. In class sessions and activities, we will engage in activities such as discussion and group work that will call on you to apply new ideas from the reading to policy problems. Thus, it is important for you to come to the class prepared to participate by having studied the assigned reading. Your participation will be assessed on the following criteria:

--- *Attendance:* Students are required to attend each class meeting. Attendance is especially important in this course since you must apply concepts and skills from prior class sessions to develop new skills in later class sessions. Missing a class, then, will significantly jeopardize your performance. If an absence is unavoidable, faculty must be notified prior to the absence. **After one absence, 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.

--- *Collegiality:* Showing respect for your peers by being in class on time, staying through the entire session, focusing on class content, respecting the views of others in class discussion, and listening to and engaging in dialogue with guest speakers.

--- *Preparation:* Completing reading before class, coming to class prepared with assignments and reading materials, and active participation in discussion and small group work.

--- *Engagement out of class:* Our class sessions are not the only opportunity to discuss course ideas with the faculty. We want to know if you are having trouble with the material and what you like and don't like about the course. You may reach the faculty by e-mail or phone or schedule an in-person or Zoom chat session.

Pre-class Reading Responses: After you complete the reading for each class session, you may be asked to prepare a response of about 500 words (1-2 pages double-spaced) to a question, problem, or prompt about that reading assignment. These responses will serve as a starting point for discussion in class. Your pre-class reading responses are due by the beginning of class on Wednesday at 6 pm. You must complete at least six of these responses on time to earn credit in this course.

Analytic Essays: You will complete two assignments that require you to apply the analytical tools that you learned over the course to a problem in program evaluation. You will have one week to prepare your response to each question. You will receive the first question by Sunday, October 20 and your response will be due on **Sunday, October 27**. You will receive your second essay question by Sunday, December 8 and it will be due on **Sunday, December 15**.

Program Evaluation Design: 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. The evaluation design assignment includes the following components:

--- *Teamwork:* You may complete the program evaluation design either as a solo project or as part of a team of **no more than three students**; only under exceptional circumstances will we approve a larger group. 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.

--- *Logic model:* Prior to beginning work on your program evaluation design, you will design a logic model for a program of your choice that you plan to evaluate in the design assignment. Your logic model will include all relevant aspects as outlined in Newcomer, Hatry, & Wholey, Chapter 3. Your logic model is due on **Sunday, November 3rd**.

--- *Draft and mini-conference:* On **Wednesday, November 20th**, we will hold our course mini-conference. We will break up into panels based on the type of program or policy you evaluate in order to share your design. Each student or team should be prepared with a short (5-10 minute) presentation on your policy evaluation design. A complete draft of your program evaluation design is due at the beginning of the mini-conference.

--- *Final program evaluation design:* Your final program evaluation design incorporating feedback from the mini-conference is due on **Sunday, December 8th**.

Credit

This MPA Core course is taught a bit differently than other MPA courses: students will receive 12 graduate credits at the completion of the ATPS II in Winter quarter if all course requirements

over both quarters have been satisfactorily completed. No partial credit will be awarded for either quarter. 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 students during the evaluation period to share thoughts on individual student progress, but will not submit written evaluations. Note though that students are required to prepare a written self-evaluation at the end of both the fall and the winter quarters. Evaluations are considered “submitted” only when posted through the College portal.

SUBMITTING ASSIGNMENTS

Assignments should be submitted on Canvas using the electronic submission feature. It is your responsibility to assure that faculty have received your work on time. We recommend both uploading your assignment to Canvas and emailing it to your faculty to ensure it is received on time.

Review Assignment Requirements Thoroughly Before Drafting Submissions: 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.

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.

ACADEMIC INTEGRITY

Cheating, plagiarism and other violations of academic integrity standards will not be tolerated. Any student turning in work that is in violation of Evergreen's academic integrity standards will automatically receive a No Credit in the course and the matter will be referred to the Office of Student Rights and Responsibilities for disciplinary action. Please be aware that including material generated by an artificial intelligence tool in work turned in for academic credit without appropriate citation or attribution is considered to be academic dishonesty. An overview of academic integrity standards and the Student Code of Rights and Responsibilities are available at <https://www.evergreen.edu/offices-services/student-affairs/student-rights-responsibilities>

ACCESSIBILITY

Your success in this class is important to the faculty, and it is the policy and practice of The Evergreen State College to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact one of your faculty privately as soon as possible, so that we can discuss with the office of Access Services for Students with Disabilities (360) 867-6348; accessservices@evergreen.edu) how to meet your specific needs and the requirements of the course. For more information, please visit the Access Services website at <https://www.evergreen.edu/offices-services/access-services-for-students-with-disabilities>

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](#).

BAD WEATHER POLICY

If weather or other event makes it difficult or impossible for the class to meet in-person at our scheduled class times, the faculty may change the format for the class to remote instruction, with the class meeting occurring over Zoom. The faculty will make every effort to make you aware of this change at the earliest possible time.

If it is likely that many students or faculty will be affected by a power or internet outage, faculty may choose to cancel a class session entirely. If we do this we will make every effort to 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](#).

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.

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.

COURSE SCHEDULE

These topics and reading assignments may change throughout the course of the semester, depending on our speed and interests. Changes will be announced in class.

DATE	TOPIC AND READING ASSIGNED
<p>Wednesday, October 2</p>	<p>Introduction to Policy and Program Evaluation Wholey, "Use of Evaluation in Government" (NHW ch 30) General Accountability Office, 2012, Designing Evaluations, pp. 1-30. https://www.gao.gov/products/gao-12-208g <i>Recommended:</i> OPRE, "Findings from the Transitional Living Program, Youth Outcomes Study" Film: PBS Frontline, "Poverty, Politics, and Profit" https://www.youtube.com/watch?v=8iei3HtdBbQ</p>

<p>Wednesday, October 9</p>	<p>Policy and Program Design and Logic Models Bryson and Patton, "Analyzing and Engaging Stakeholders" (NHW ch 2) McLaughlin and Jordan, "Using Logic Models" (NHW ch 3) Schneider and Ingram, "Policy Design: Elements, Premises, and Strategies" <i>Recommended:</i> Bailey, 2022, "Addressing the Affordable Housing Crisis Requires Expanding Rental Assistance and Adding Housing Units", Center on Budget and Policy Priorities https://www.cbpp.org/sites/default/files/10-27-22hous.pdf</p>
<p>Wednesday, October 16</p>	<p>Defining and Measuring Outcomes U.S. Department of Housing and Urban Development, "Point-in-Time Count Methodology Guide" Best, "Stat Wars" Poister, "Performance Measurement" (NHW ch 5) Guest Speaker: Devon Isakson, Social Service Supervisor, Pierce County Department of Human Services</p>
<p>Saturday, October 19 (9 am - 12 pm)</p>	<p>Interpreting statistical indicators Klass, "Measuring Political, Social, and Economic Conditions" Miller, chapter 5, "Basic Types of Quantitative Comparisons" <i>Recommended:</i> Shively, "Importance of Dimensional Thinking" <i>Recommended:</i> Iceland, "Methods of Measuring Poverty"</p>
<p>Saturday, October 19 (1 pm - 4 pm)</p>	<p>Finding and Using Open Administrative Data Guest Speaker: Kathleen Sullivan, Open Data Librarian, Washington State Library Hatry, "Using Administrative Records" (NHW ch 13)</p>
<p>Sunday, October 20 (9 am - 12 pm)</p>	<p>Visual presentation of indicator data Miller, Chapters 2, 6, 7, and Appendix A <i>Recommended:</i> Sue and Griffin, "Bar and Column Charts" and "Line and Area Charts"</p>
<p>Sunday, October 20 (1 pm - 4 pm)</p>	<p>Best Practices in Survey Research Guest Speaker: TBA Newcomer and Triplett, "Using Surveys" (NHW ch 14) <i>Recommended:</i> Research Methods Knowledge Base, "Sampling" https://conjointly.com/kb/sampling-in-research/</p>

Wednesday, October 23	<p>Causality and Policy Experiments General Accountability Office, "Designing Evaluations", pp. 31-65 Torgerson, Torgerson, and Taylor, "Randomized Controlled Trials" (NHW ch 7) <i>Recommended:</i> Pollock, "Proposing Explanations, Framing Hypotheses, and Making Comparisons" <i>Recommended:</i> Garfinkel, "The New Jersey Income Maintenance Experiment"</p>
Sunday, October 27	Analytic Essay 1 Due at 11:00 P.M.
Wednesday, October 30	<p>Quasi-experiments in policy evaluation Miller, chapter 3, "Causality, Statistical Significance, and Substantive Significance" Shively, "Causal Thinking and the Design of Research" Campbell and Ross, "The Connecticut Crackdown on Speeding: Time Series Data in Quasi-Experimental Analysis"</p>
Sunday, November 3	Logic Model Due at 11:00 P.M.
Wednesday, November 6	<p>Interviewing and Focus Groups Adams, "Conducting Semi-Structured Interviews" (NHW ch 19) Krueger and Casey, "Focus Group Interviewing" (NHW ch 20) <i>Recommended:</i> Pierce County Continuum of Care, 2022. "Understanding Experiences of Black Clients Using Pierce County Coordinated Entry Services"</p>
Wednesday, November 13	<p>Ethics in Evaluation Research CITI Program, "Basic Course in Social and Behavioral Research"</p>
Wednesday, November 20	<p>In-Class Mini-Conference Draft Evaluation Design due at 6:00 p.m.</p>
Wednesday, November 27	Thanksgiving Break (no class)
Wednesday, December 4	<p>Analyzing and reporting survey data Diez et al, pp. 9-28 Miller, chapter 9, "Writing about Distributions and Associations"</p>
Sunday, December 8	Final Evaluation Design due at 11 p.m.
Wednesday, December 11	<p>Statistical inference from survey data Diez et al., pp. 133-141 ("The Normal Distribution") and pp. 168-</p>

	201 ("Foundations for Inference") Wheelan, "The Central Limit Theorem: The LeBron James of Statistics"
Sunday, December 15	Analytic Essay 2 Due at 11:00 P.M.
Monday, December 16 - Friday December 20	Evaluation Week