

Analytical Techniques for Public Service (ATPS) II

Winter 2026

Teaching team:

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Location & Meeting times

Location: SEE WEEKLY MEETING PLACES BELOW, Thursdays 6:00 – 8:50pm

Week 1: Meet in SEM 2 D1105

Week 2: Meet in SEM 2 D1105

Week 3: Meet in SEM 2 D1105/End in Evans 2617

Week 3: Saturday January 24: In House of Welcome at 10:30 – 2:30

Week 4: Meet in SEM 2 D1105/End in Evans 2617

Week 5: Meet in SEM 2 D1105

Week 6: Meet in SEM 2 D1105/End in Evans 2617

Week 7: Meet in SEM 2 D1105

Week 8: Meet in SEM 2 D1105

Week 9: Meet in SEM 2 D1105

Week 10 – Thursday: Meet in SEM 2 D1105

Week 10 – Saturday : Meet in SEM 2 D1105

Master of Public Administration 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, value fairness and equity, advocate powerfully on behalf of the public, and imagine new possibilities in order to accomplish positive change in our workplace and in our communities.

The Evergreen State College COVID policies – Winter 2026

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. Please visit [The Evergreen State College COVID policies page for up to date information.](#)

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.

Required readings

From Fall Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds.). (2015). *Handbook of practical program evaluation* (p. 492). USA: John Wiley & Sons. Available as **FREE EBook from TESC Library**

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

New [Levitin, D. J. \(2019\). *A field guide to lies : critical thinking with statistics and the scientific method*. Dutton.](#) Available as **FREE EBook from TESC Library**

New [Azzam, T., & Evergreen, S. \(Eds.\). \(2013\). *Data visualization, part 1 : New directions for evaluation, number 139*. John Wiley & Sons, Incorporated.](#) Available as **FREE EBook from TESC**

Recommended readings

New [Azzam, T., & Evergreen, S. \(Eds.\). \(2013\). *Data visualization, part 2 : New directions for evaluation, number 140*. John Wiley & Sons, Incorporated.](#) Available as **FREE EBook from TESC Library**

Other readings posted to Canvas.

Course Policies

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.

AI and Written Assignments: One of the key learning objectives of the MPA program is that graduates are able to write professionally and analytically. Using generative AI to produce text in response to writing prompts subverts this learning objective and deprives you of the opportunity to get valuable practice in improving your critical thinking and analytical writing skills. Use of AI for generative writing, meaning that the AI tool produces original sentences, paragraphs, or entire documents is prohibited for this course. Use of generative AI without properly referencing it also violates the academic honesty policy. Additionally, it is ethically questionable. AI generative text tools represent an averaged viewpoint over the range of documents available on the internet and do not represent specific voices from underrepresented backgrounds. AI may also be trained on data and documents that were not ethically obtained. This is especially troubling for policy writing that needs to represent specific voices and viewpoints from marginalized viewpoints. Do not substitute your own voice with an AI’s voice. AI tools that simply correct grammar are permitted but should be clearly referenced and documented in your work. See this review of a [recent UN resolution on the use of AI](#).

AI and Data Analysis Assignments: For the purposes of this course, using AI to complete the data analysis assignments is prohibited. (This restriction is subject to change.)

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.

ASSIGNMENTS

The focus of fall quarter of ATPS was on different data collection methods. The focus of this quarter is to develop tools for data analysis once the data has been collected.

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 (can be done in project teams); other assignments are individual assignments (must be completed 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 – In Class Excel Lab (Will be completed in class in week 1, due week 2)

- Data exploration (instructions and data on canvas)

Assignment 2 – Quantitative data preparation (Due Week 3)

- Data preparation, cleaning, formatting (instructions and data on canvas)

Assignment 3 – Quantitative data analyses (Due Week 6)

- Chi-square test, t-test, Analysis of Variance (ANOVA) (instructions and data on canvas)

Assignment 4 – Qualitative data analyses

- Identify codes that might be used for the interview excerpts from Kovach indicated within the assignment. Be sure to make it clear from where in the text the codes would be used, for example, referencing lines or sentences (instructions on canvas).

Assignment 5 – Completing the Program evaluation plan – data analysis section, final presentation (Due Week 10)

- Program evaluation plan analysis – students will revisit their fall assignment and complete the analysis plan by indicating how they would analyze the data (instructions and templates on canvas)
- This assignment does not require the collection of original data, instead it proposes a collection of techniques that would be used to collect and analyze data for a program evaluation. Students are welcome to carry out elements of their evaluation plan during ATPS to collect and analyze data.
- Evaluation Plan Presentation – students will deliver a 15 minute presentation on their evaluation plan. The focus will be on how they plan to collect data and conduct an analysis that will produce information that provides an answer to their evaluation question. The presentation will provide a brief background on the program and research

question. The bulk of the presentation will describe the specific research methods that are part of the research plan. Please also prepare for 5 minutes of Q&A from classmates.

Capstone Proposal – Due in week 8

Students “cap off” their studies in the MPA program by completing a Capstone project. In the Capstone course, students engage in an applied demonstration project of their own design (demonstrating the knowledge, skills, and abilities [KSAs] gained in the MPA program) as related to the MPA mission statement.

Write a one page “Capstone Proposal” describing what you propose to complete for your Capstone project. Explain how your Capstone will demonstrate the key KSAs you learned in the MPA program. Explain what parts of the MPA mission are demonstrated by your Capstone.

For your Capstone project, you can work individually or in a team of 2 to 3 students.

The project can be of your own design. For example, your Capstone project might be writing a grant, or a strategic plan, or a project management plan, or public policy, or a business plan to start a nonprofit. Alternatively, your Capstone project could be an event such as a leadership training, or a community listening session, or a traditional dinner, or an advocacy rally. Your Capstone project might involve original research or it might not.

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 8	Thinking critically about data and statistics: evaluating numbers	“How Eugenics Shaped Statistics” “Anthropology and Colonialism”	Assignment 1 (In Class Exercise)
Week 2 January 15	Data preparation, Data importation	Levitin (2019), Introduction, Part I	Assignment 1 Due
Week 3 January 22	Quantitative data analysis I, Review Year 1 stats modules	Research is Ceremony Excerpts (Ch 6); Review Kovach Ch 7 “Howell-Moroney & Ertas”	Assignment 2
January 24	Saturday Weekend Intensive with Tribal Governance Cohort		
Week 4 January 29	Quantitative data analysis II	Newcomer, Hatry, & Wholey, Chapter 23 Lewis & Williams Article (2025)	<u>Capstone info session. See Canvas for info</u>
Week 5 February 5	Quantitative data analysis III	Levitin Part 2 Peng & Ross (2025)	
Week 6 February 12	Qualitative data analysis I	DeCuir-Gunby, Marshall, and McCulloch (2011); Newcomer, Hatry, & Wholey, Chapters 22; Alexander (2012), Introduction & Chapter 5	Assignment 3
Week 7 February 19	Qualitative data analysis II	Tie, Birks & Francis, 2019 ; **Additional Reading**	
Week 8 February 26	Visualization, writing about data, and telling compelling stories.	Azzam, T., & Evergreen, S. (Eds.). (2013), Part 1	Assignment 4 & Capstone proposal
Week 9 March 5	Project Support	Levitin Part (2019), Part III & Conclusion	
Week 10 March 12	Course wrap up, team time, practice presentations		

Week 10 March 14 Saturday	Presentations		Assignment 5