

Analytical Techniques for Public Service

MPA 2nd Year Core Tacoma Cohort, Fall 2026



MPA 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. “Be the Change.”

Teaching team:

Amy Gould, PhD

Korbett Mosesly, MPA

goulda@evergreen.edu

TESC email TBA

Location: TAC 104 and Canvas

Days and Times: Wednesdays 6pm-9pm in-person, Saturday Dec 12 asynchronous

What is Analytical Techniques for Public Service (ATPS)?

- Two quarters of practitioner focused analytical thinking, skills, and tools.
- Design a case study research project to develop a program evaluation plan in collaboration with the humans involved in real world problems and solutions.

MPA 2nd Year Core Tacoma Curriculum: 2026-2027

Quarter	Content	KSAs
Fall ATPS I “Design”	Paradigms of Social Science Ethics & Cultural Relevancy Research Designs: Program Evaluation and Case Study Methodologies: Quantitative, Qualitative, Mixed Methods: Survey, Interview, Focus Group, Listening Session, Story Sharing, Photo-Voice, Primary Voice	Research Critique Consequences of Design Limitations of Research Human Subjects Review Research Proposal Writing Literature Review
Winter ATPS II “Collect & Analyze”	Analyzing & Interpreting Data Descriptive & Inferential Stats Excel & AI Transform Data into Information Presentation Tools	Analyzing Reports Writing Research Reports Data Collection & Analysis Research as Story
Spring Capstone	MPA Learning Reflection, Integration, & Demonstration	Applied learning MPA mission driven projects

Required Books:

Babbie, E. (2020). *The Practice of Social Research*, 15th edition. Cengage Learning. ISBN: 978-0357360767 (used fall & winter quarters)

Gooden, S. & Berry-James, R. (2018). *Why Research Methods Matter: Essential Skills for Decision Making*. Melvin & Leigh Publishers. ISBN: 978-0999235935 (used fall & winter quarters)

Tubbs, M. (2021). *The Deeper the Roots: A Memoir of Hope and Home*, Flatiron Books, ISBN: 978-1250173447 (used fall quarter only)

Example Case Studies for Program Evaluation Plans:

[Pierce County Research and Evaluations](#)

[Pierce County 211 and Diversion Grant Program Evaluation Report](#)

[Title VI and Title III Grantee Collaboration Study Final Report](#)

[Evaluation of the Economic Security for All \(EcSA\) Initiative](#)

Recommended Resources:

[Results Based Accountability Framework](#) (RBA)

[Government Alliance on Race and Equity](#) (GARE)

[Key Performance Indicators](#) (KPIs) and [KPIs in Evaluation](#)

[Using Case Studies to do Program Evaluation](#)

[Workforce Realigned, Vol. II](#)

Theme: Shifting Power, Rewiring Systems

Fall 2026 Schedule (*subject to change at faculty discretion*)

Date	Topic	Deliverable
Week 1 9/30	Using Research Paradigms and Mixed Methodologies for PA	Assignment #1: Concept Paper Readings: Babbie, chs. 1, 2, 4 Gooden & Berry-James, ch. 1 & 7

Week 2 10/7	Program Evaluation Plan and Mental Models	Assignment #2: Research Design Critique A Readings: Babbie, ch. 12 Gooden & Berry-James, ch. 2 What Counts as Data in Evaluation? ALICE Data and Research Opportunity Atlas Self-sufficiency and Well-being Matrix Live case to critique: 2023-2025 CRP Community Engagement Timeline (PDF) CRP Community Feedback Results – October 2025 (PDF) CRP Implementation Report – 2023 to 2025 (PDF) Lenses for critique: Logic Model Checklist & Developing KPIs Ecological Systems Thinking
Week 3 10/14	Case Study Research Design, Non-generalizable Sampling, and Literature Review *Research project teams formed. Students will stay in same team for 2 quarters.	Assignment #3: Research Design Critique B For Assignment #3: Readings: Babbie, chs. 4, 5 & 7 Gooden & Berry-James, ch. 4 Live case to critique: Indigenous Evaluation Toolkit Lenses for critique: Storytellers of Innovation Case Study Evaluation Plan Handout: Case Studies

Week 4 10/21	Ethics & Cultural Relevancy	Readings: Babbie, ch. 3 Gooden & Berry-James, ch. 3 Evergreen IRB application OCAP Principles Henrietta Lacks: science must right a historical wrong
Week 5 10/28	Method: Interview Design, Listening Sessions, Focus Groups, & Photo Voice *Schedule team check-ins with your faculty advisor	Assignment #4: CITI training + team work plan Readings: Babbie, ch. 10 Handout: Interviews and Focus Groups
Week 6 11/4	Method: Survey Design	Assignment #5: Draft 1 IRB application Readings: Babbie, ch. 9 Gooden & Berry-James, ch. 6 Paternalistic or Participatory Governance? Research Justice, Data Justice, and Community Data Handout: Survey Tips
Week 7 11/11	Veterans Day No Class	Assignment #5: Draft 2 IRB application Reading to be posted on Canvas: Handout for Research Proposal to develop a program evaluation plan as a case study
Week 8 11/18	Method: Primary Voice & Story Sharing Guest speakers	Assignment #6: Draft 1 Research Proposal Reading: Tubbs, <i>The Deeper the Roots</i>

Nov 22 - 28 BREAK	BREAK	BREAK
Week 9 12/2	Strategic Thinking Guest speakers *pilot test instruments w/peers during class	Assignment #6: Draft 2 Research Proposal Readings: Protocol for Culturally Responsive Organizations
Week 10 Wednesday 12/9 Saturday 12/12	Wed: Research as Story Guest Speakers Cohort Give Backs Sat: Asynchronous Class peer review 3 research proposals from classmates and post discussion replies	Reading: Evergreen State College Tacoma Campus: A kitchen table revolution in higher education [Saturday] Assignments #5 & #6: Final IRB application Final Research Proposal

Assignments

Assignment #1: Concept Paper (individual assignment)

Due: posted on Canvas 9/30 by 6pm. **Length:** 2-3 pages, [APA format](#)

Instructions: Write a brief synopsis of a research topic idea for your two-quarter research project. This will help you form your research project teams of 2 to 3 students. You are encouraged to form teams based on similar topic ideas and then come to a compromise about your shared project topic.

Respond to the following questions:

- 1) What public administration problem or solution interests you?
- 2) Why does this problem or solution need a [program evaluation plan](#)?
- 3) What do you plan to learn by conducting a [case study](#) research project?
- 4) What do you intend to contribute to public administration with this research?
- 5) What research paradigm(s) do you think you will use?
- 6) What public or non-profit organization is currently addressing this problem or solution? Would you collaborate with them in your research? ([Service learning](#) = having a real world collaborator on your research project is encouraged. You can reach out to programs and ask them if they could benefit from a plan for a program evaluation.)

***Note:** you are advised not to pick a research topic involving your current employer, or a state agency, or a vulnerable population. Why? Because you will have to live with the ramifications of your research at work, state agencies are required to go through the state ethics process for

research, and vulnerable populations are off limits for our TESC ethics process. Vulnerable populations include: children, incarcerated persons, and anyone with diminished autonomy.*

After all of the papers are posted, read the concept papers posted by your classmates. Start to form teams of 2 to 3 students based on common interest areas. You can work with any student in the class. The research project topic and teams will remain the same throughout fall and winter quarters. Teams will need to be finalized by week 3. After week 4, we will base seminar groups and faculty advisors on the project teams/topics.

Assignment #2: Research Design Critique A (individual assignment)

Due: posted on Canvas 10/7 by 6pm. **Length:** 4-5 pages of content ([APA format](#), title page, abstract, references page, main content is double spaced, 12 pt. font, Times New Roman, with section headings and use of in-text parenthetical citations.)

Instructions: Respond to the following questions about the assigned “live case” readings for week 2.

- [2023-2025 CRP Community Engagement Timeline \(PDF\)](#)
- [CRP Community Feedback Results – October 2025 \(PDF\)](#)
- [CRP Implementation Report – 2023 to 2025 \(PDF\)](#)

1) What is the purpose of the research? Who is the audience? How was the research designed?

2) Is this research credible? Do the author(s) provide balanced support for their findings? Do they overstate their findings?

3) What research question(s) do the author(s) address? How are these questions answered?

4) Did they identify limitations of their research? Do you see limitations they did not mention? Who is missing from the research design? What is missing from the research design?

5) Was their work both equitable and ethical? Why or why not?

6) Why does this research matter? What was the “gap” in existing research the authors were trying to fill?

Assignment #3: Research Design Critique B (individual assignment)

Due: posted on Canvas 10/14 by 6pm.

Instructions: Respond to the same questions as listed in assignment #2, but focus your critique on the assigned “live case” reading for week 3: [Indigenous Evaluation Toolkit](#) (part 3).

Assignment #4: Team Workplan & CITI Training (team assignment)

Due: posted on Canvas 10/28 by 6:00pm.

Instructions: *In teams of no more than 3 students, each team will pick a research topic to study over two quarters (fall & winter).* The research proposal in the fall quarter is the foundation for the data collection and analysis in the winter quarter.

Goal is to develop a program evaluation plan based on input from stakeholders and rightholders. You are writing the *plan* for a program evaluation; you are not doing the program evaluation. See [example logic model](#) as one piece of the plan developed with community input.

Case study research design is required. This means you are not trying to generalize beyond the program or people you are studying. Your research is limited to this “case”.

Mixed methodology (qualitative and quantitative data) is also required. However, only one of these has to come from the original data you collect. The remaining type of data you need can come from secondary sources (existing data sets, articles, your lived experience as primary voice, government documents, laws and policies, meeting minutes, art, song, etc.).

Team workplan should include:

- Role of the Researchers with Researcher Bios. These could look like positionality statements to show how you are each approaching the research.
- Team’s goals for the research project.
- Explain shared responsibility of assignment components (no one person should be solely responsible for any one part of the assignments).
- Schedule of who is doing what/when. Agreement about not doing other student’s work for them.
- Communication plan and meeting schedule.
- Definition of graduate-level work.
- Conflict resolution plan.

As a research project team, do the [IRB CITI training](#) together. Each individual member of the team should be logged in to take the quiz, but work collaboratively in your team to discuss the course modules and training materials. Talk through the quiz together as a team while you are entering your own individual responses. Take a screen shot of each individual team member’s CITI quiz/training completion results. Include these screen shots in your team workplan.

Assignment #5 IRB Application Packet (team assignment)

Draft 1 Due: 11/4 by 6:00pm

Draft 2 Due: 11/11 by 6:00pm

Final Version Due: 12/12 by 9:00am

Instructions: [IRB application](#). Respond to all 12 questions and submit draft instrument[s], cover letter & informed consent, plus draft letters of support if collaborating with an organization and/or following tribal protocols. Submit IRB application with all questions answered and cover sheet completed.

The final versions should reflect updates, revisions, and incorporate faculty feedback from previous drafts. The final version should also be revised based on the feedback you received from peers after pilot testing your instruments.

Provided the IRB packet is complete and of high quality, faculty will review the IRB application for approval. AFTER the research project team receives approval from faculty, you may begin data collection.

Assignment #6: Research Proposal (team assignment)

Length: depends on topic and what is needed for a well informed research design. APA format.

Draft 1 Due: 11/18 by 6:00pm

Draft 2 Due: 12/2 by 6:00pm

Final Version Due: 12/12 by 9:00am

Research Proposal includes:

- **One Problem or Solution Statement:** Identify and define the problem or solution you are going to research. (One sentence)
- **One Guiding Research Question:** What question will your research answer?
- **Literature Review:** include a literature review to support, oppose, and find gaps in the problem/solution you identified and the question you are asking. “Literature” can come from many sources: existing data sets, open data, academic journals, books, your lived experience as primary voice, government documents, laws and policies, meeting minutes, poems, weavings, oral histories, and more.
- **Define key terms** used in your guiding research question.
- **Problem/Solution Background:** Why is this a problem/solution? Who is this a problem/solution for?
- **So What Statement:** why does the research matter, what is the purpose of the research, who cares, who is the audience? How will this research benefit the stakeholders/ rightsholders? How will a program evaluation plan be beneficial?
- **Research limitations** and assumptions.
- **What paradigms** will you draw from and why?
- **Mixed Methodology:** what quantitative and qualitative data do you need to develop a [program evaluation plan](#)? Where will you get the quantitative and qualitative data you need to answer your guiding research question? What data will you triangulate for your [case study](#)?

- **Method:** how will you collect your original data? (data collection instrument could be: survey, interview, focus group, listening session, story sharing, photovoice) Who are the respondents/participants/collaborators you will gather data from to inform your [logic model](#)?
- **Sampling:** who is the sample (stakeholders and rishtsholders)? What is the non-generalizable sampling approach (purposeful, convenience, snowball)?
- **Data collection plan:** what is your step-by-step plan to collect the data? How will you gain access to participants, what is your schedule: who, when, what, how, where.
- **References and appendices.** Include an updated Team Workplan as an appendix.

Course Policies

Faculty Commitments and Responsibilities

Trauma-Informed Principles Commitment: While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be ["a cognitive burden comparable to a full-time job."](#) Faculty are committed to recognizing trauma and resisting re-traumatization by integrating [Trauma Informed Teaching & Learning Principles](#) throughout the course. Specifically, we seek to create an atmosphere that is respectful, transparent and trustworthy by making expectations clear and communicating with the goal of building learning community trust and understanding to foster student choice by, when possible, offering options for engagement, readings, and communication; and lastly, to empower student voice by responding to the various forms of privilege and oppression silencing and limiting decision-making in learning communities.

Mandatory Reporter: 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. We are committed to your well-being and safety, and we're open to discuss any concerns you may have.

Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action 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 feel free to 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), or SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please request academic accommodations due to a disability, please contact the office of [Access Services](#) for Students with Disabilities (867-6348 or 6364) to receive a letter of accommodation. 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. Information about a disability or health condition will be regarded as confidential.

Student Commitments and Responsibilities

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, contributing 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 should be notified prior to a class and/or seminar absence.

After one absence per quarter (= 3 hours accumulated is one absence), make-up work may be assigned by faculty. Makeup work must be completed by the end of the last scheduled class meeting to receive course credit. After 9 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (e.g., being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

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 faculty no later than the original assignment's due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit. Late assignments may or may not receive feedback.

Credit: Students will receive 6 graduate credits at the end of the quarter if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. **No partial credit will be awarded.** Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Failing to meet course requirements (e.g. not completing one or more assignments,

completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Human Subjects Review (HSR): Students may NOT conduct original data collection without IRB application approval by faculty. There may also be requirements regarding research protocols with governments (Tribes/Feds/state/local), Native communities, private organizations or nonprofits. For more information see the [Institutional Review Board Student Guide](#).

Plagiarism: (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#), for the MPA Academic Honesty policy and additional information. Academic Honesty at TESC: "Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments." Source: <http://www.evergreen.edu/advising/academichonesty.htm>

Evaluation: Student's course self-eval and eval of seminar faculty are both required for credit as submitted via my.evergreen.edu .

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 e-mail, playing with cell phones are not appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

Use of Artificial Intelligence (AI): Discuss how you plan to use AI with faculty as there are many types of AI with multiple ethical considerations. AI is also experimental and is often inaccurate. If you use an AI tool in your assignments, cite it as per APA guidance: <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>

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 first-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 handbook. 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 for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable online access options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as “Canvas”. Our class Canvas site is accessible to faculty and students registered for this course only. The work students post on Canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.

Collective Commitments and Responsibilities

Tribal Acknowledgement for both Olympia and Tacoma locations of The Evergreen State College: The Squaxin Island Tribe’s habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi’Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea. We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

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.

Conduct & Conflict Resolution: Please refer to the [MPA Student Handbook](#). 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.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process:

<https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>.

We will abide by the [non-discrimination policies and procedures at TESC](#)

Additional Campus Resources

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)
- [Alcohol/drug use](#)
- [All Official College Policies; Assistive Technology \(AT\) Lab](#)
- [Basic Needs Resources](#)
- [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)
- [Conflict Resolution ; Counseling Services](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)

- [Library](#)
- [Media Loan](#)
- [MPA Student Resources](#)
- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Engagement, Equity, and Support](#)
- [Student Wellness Services](#)
- [The Writing Center](#)