

PADM 720 Analysis and Evaluation II

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Office Hours: By appointment in office or via Skype/on-line classroom

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CONTACTING PROFESSOR BERNER

All questions and issues should first be addressed with your individual course instructor, although you should feel free to contact me regarding sensitive issues. Communication is best via e-mail.

COURSE DESCRIPTION

This course is the second in a two-course sequence, the goal of which is to give you the skills to be an educated user of information in your role as a leader in the public administration field. These courses rely on readings (traditional textbook, academic articles, blogs, and newspaper articles), videos, assignments, and small class sizes with weekly meetings. The courses are built around the continual preparation of a significant research paper, summarized in five pages and professionally presented. While statistics are part of the courses, they cover the research process overall and do not represent full statistics courses.

COURSE OBJECTIVES

The objectives for the courses are in line with the competencies the UNC MPA program is committed to providing its students. These courses focus on analyzing information for decision-making, specifically:

- Identifying, analyzing, and evaluating public problems, issues, and choices
- Selecting, applying, critiquing, and interpreting analysis for informing decisions
- Identifying, collecting, managing, and interpreting relevant qualitative and quantitative data
- Design and conduct appropriate research to address public problems, as demonstrated through writing an original research paper in a concise, practitioner-focused manner.

My expectation for these classes is that (1) *we can engage you* with what is being discussed through the readings, class discussion, exercises, and assignments, and (2) *you engage yourself, others, and us* by asking substantive, thought-provoking questions, challenging positions, questioning interests, and pushing yourself, me, and your colleagues further. If there is any confusion about expectations, please speak to me or your individual section course instructor as early as possible. We constantly search for better ways to present the material, and I would sincerely enjoy talking about innovative ways to ensure you have mastered the competencies required for a UNC MPA.

COURSE REQUIREMENTS

Readings

We expect students to read material in advance of each class session, identify its main points, and be able to apply it when called upon in class. There are two main required textbooks for the courses:

- *Research Methods for Public Administration*, 6th edition, by Elizabethann O’Sullivan, Gary Rassel, Maureen Berner, and Jocelyn DeVance Taliaferro (Readings in course are listed for the 6th edition; using other editions is acceptable, but you will be responsible for identifying and tracking material per chapter titles.)
- *Statistics for Public Administration: Practical Uses for Better Decision Making* 2nd edition, by Maureen Berner

In addition, there are several recommended texts. Two of these are available in their totality online for no cost from the U.S. Government Accountability Office.

- *Research Methods in Practice*, 2nd edition, by Dahlia Remler, and Gregg Van Ryzin.
- *Understanding Regression Analysis: An Introductory Guide (Quantitative Applications in the Social Sciences)* by Larry D. Schroeder (Author), David L. Sjoquist (Author), Paula E. Stephan (Author) 1986
- *Using Structured Interviewing Techniques* by the US Government Accountability Office
- *Case Study Evaluations* by the US Government Accountability Office

PLEASE NOTE: My main concern is that you understand the concepts. I prefer you read and understand the detailed O’Sullivan book material first and foremost. If you understand that material, you will not need the Berner text. However, if you have difficulty with the O’Sullivan text, the Berner book is more accessible to a general audience and a good option/supplement/practical interpretation. The two texts are also good examples of writing on the same issue for different audiences.

Other course readings (articles and book chapters) are available on the UNC Library Course Reserves website and in the Tool Box on the course website.

General Assignments

There are seven substantive assignments in the course, all focused on progressing through your paper development, starting from a short brainstorming of topics to a formal, well-written proposal. All are short, but I expect them to be well-written, thoughtful, and reflective of the class materials (the obvious exception being completion of the ethics training). All assignment should be single-spaced. Review the general assignment rubric below when preparing your submission. Additional details on the assignments will be provided in class.

- **Memo on data collection and analysis (10% of final grade)**
Provide a one- to two-page memo on the status of your project, including a very brief reminder of the issue and research question, but focusing primarily on data identification, gathering and analysis. Consider this a professional memo on your project’s progress. The memo should include initial descriptive statistics if possible, including a graphic,

discussion of early findings if appropriate, and updated plans for project completion, including any changes from the final proposal from PUBA 719. Writing, format and presentation is expected to be professional – well edited, concise, and clear using direct and simple language. Jargon and academic language should be avoided. You may include a timeline if it communicates your information well, but it is not required.

- **Memo with a Chi Square or T-Test Analysis (10% of final grade)**

Pretend you are an analyst working for a local department of public health. The department head has asked you to explore the public health dataset provided. Prepare a one-page memo with a research question that might be of interest to local government or non-profit officials relating:

A) two nominal or ordinal variables (do large population counties have higher STD rates? Do counties with a particular health service tend to have a related service as well? Etc.) Create a contingency table and analyze the results. Conduct a chi-square test on your table. Or...

B) a nominal or ordinal variable and interval data, using a t-test.

In one paragraph, interpret the results and what conclusions can be drawn for the department. Note that for this assignment, for some questions, you may need to create nominal or ordinal variables from interval data, such as breaking counties into groups of “high STD rates” and “low STD rates.” You are not expected to present statistically significant results, but finding no relationship between your variables should be also be discussed in terms of its implications for the Department. This basic analysis can be performed in a variety of statistical software packages, such as SPSS which is used in the asynchronous examples, many of which are available for on-line use free through the UNC virtual lab. Check with your instructor.

- **Memo with a Regression Analysis (10% of final grade)**

Again, pretend you are an analyst working for a local department of public health. Again, prepare a one-page memo with a research question that might be of interest to local government or non-profit officials relating one dependent and at least two independent variables. Conduct a basic linear regression analysis. In one paragraph, interpret the results and what conclusions can be drawn for the department. You are not expected to present statistically significant results, but finding no relationship between your variables should be discussed in terms of its implications for the Department as well. This basic analysis can be performed in a variety of statistical software packages, such as SPSS which is used in the asynchronous examples, many of which are available for on-line use free through the UNC virtual lab. Check with your instructor.

- **Memo with a Cost-Benefit Analysis (10% of final grade)**

Imagine you are a new management analyst for the City of Charlotte. The city is being lobbied by an industry group to adopt a policy of requiring cost-benefit analyses for all local government ordinances. The manager asks you to consider the implications of such as request. Write a one to two-page memo for the manager with your recommendation for the city response. Use specific references to the articles included in the readings as well as any others you would like to incorporate. You may wish to examine whether or not other cities are using this and to what extent. Cite specific ramifications to adopting or rejecting your recommendation. While this is only two pages, you need to reflect some

additional research and thought on the issue than just what was presented in class. To a manager, this would be a short but very important memo.

- **Final Paper Draft (10% of final grade)**

Please prepare a clean, complete draft of your paper, no more than five pages, not including the title page and list of references, but including any citations and graphics. This should not be the true first draft you write. You should have already written and edited and reviewed drafts before it comes to me. Abide by all the expectations for the final version (length, for example). There are not set requirements for section titles, but you are expected to include an informative title, appropriate background on the issue, the research question, relevant literature, a description of your methods, information on your data, the analysis, results, any notable limitations and implications for your audience. Appendixes are allowed but in general should be considered of secondary importance – you should assume the reader will not read them unless she or he has a particular interest in the detail included. Consult the description of the final paper and rubric below. It should be written for a practitioner audience, not considered an academic piece.

- **Professional Research Presentations (10% of final grade)**

Prepare a professional presentation of your work. Speak with your instructor for details on time and presentation format allowed. Presentations will generally be 10 minutes with some time for questions. Review the grading rubric below for details.

- **Final Paper (40% of final grade)**

See instructions for the final paper draft and final paper rubric. See your instructor for any additional details.

Quizzes

Quizzes can be a useful tool for both the student and instructor to focus attention on readings, content and concept comprehension. Use of quizzes, timing and form are up to the discretion of the individual instructor.

Individual Research Papers

A major learning experience of these courses is conducting original research and presenting to a lay audience. The process began in the prior course, PUBA 719, where each student chose a topic, used literature and consultation with SOG experts in the field to narrow the topic, and finally settled on an answerable research question. Initial data gathering and some methods were explored. The six substantive assignments in PUBA 719 and subsequent substantive assignments in this course, PUBA 720, are designed as building blocks to help you progress through the research paper process to a final paper.

The paper should focus on an issue or practical problem of public administration of immediate relevance to some public stakeholder (cities, the state government, citizens, libraries, nonprofit community leaders, county government, etc.). In the end, original or secondary data must be gathered, cleaned, and organized, and a rigorous analysis methodology must be used. The paper must be thoroughly researched and conclusions solidly supported. The final paper, due at the end of PUBA 720, must be condensed to no more than five pages (not including references or appendices) with an accompanying short formal presentation (10 minutes or less), requiring you to distill key concepts and write/present in a concise style appropriate for all audiences.

This is an independent research paper. If you work systematically through the process as we cover corresponding material in class, you are **likely to have a positive learning experience writing a major research paper.** Your instructor and I are here to help you through the process, but the paper is ultimately your responsibility. Students are expected to work on this paper **throughout** the two courses. Students who put off substantive work in PUBA 719 and are now in the position of conducting the research and writing the paper entirely in this second course should expect a significantly greater workload than students who come into the course further along in the research process. Please consult with your instructor as soon as possible to make adequate plans if you are in this position. When you are in the writing stage, your instructor will not be able to review multiple drafts but will be available for consultation on a regular basis.

Peer Review Groups

Because this is a fast-paced course, we will be utilizing peer review groups throughout the term for constructive feedback on your final papers. Peer review groups are very helpful because they enable your instructor to spend more time providing substantive feedback on your writing (as opposed to fixing grammatical errors and/or commenting on writing style) and allow you to see different approaches to the papers and learn from your peers. Although participation in these groups is not required, **they are strongly encouraged** and will help you to successfully complete the assignments in this course.

Public Health Study Database

Throughout this course, we will be using a database from a public health study co-led by Dr. Berner that examines how local public health departments were organized in the state of North Carolina. For more information about the Public Health Study, visit the School of Government's [NC Public Health Systems Research](#) microsite.

GENERAL GRADING POLICY

The final paper is worth 40% of the final grade. All other assignments are equally weighted and make up 60% of the final grade. You should expect to see a score such as 75, 84, or 93 on each piece of returned work.

The overall course score will be on a 100-point scale, and students will receive a grade as follows:

<u>Final Score</u>	<u>Grade</u>
0–69	Fail
70–79	Low Pass
80–95	Pass
96–100	High Pass

The instructor and I retain the right to adjust final grades if justified, but this rarely happens.

GENERAL ASSIGNMENT RUBRIC

The following general grading rubric will be used as a guide for all assignments as appropriate. For example, all assignments are expected to be turned in on time, but if the assignment does not ask for a figure or table, the comments below on tables and figures do not apply. Scores within categories will vary by the amount and extent of criteria met.

Score	Criteria
96–100	Assignment is turned in on time. Demonstrates excellent understanding of week’s reading material. Has no spelling or grammar errors. Addresses question or task in assignment in a clear and direct way. Goes beyond standard length or format requirements, showing superb use of professional writing structure, presentation, figures, and tables to communicate message. Knows facts, case, or evaluation report details exceptionally well; has thought through their implications. Offers evaluation, analysis, and synthesis of material. Chooses best method for task; correctly uses method and interprets results. Offers interpretation or analysis of week’s readings and class discussion as it applies to assignment; supports analysis, argument, and conclusions well. Keeps analysis focused. Writing is of the highest quality: flows well, engaging to the reader, convincing, clear, concise, and free from ambiguity; no use of academic language. Demonstrates very active engagement in the material.
80–95	Assignment is turned in on time. Demonstrates good understanding of week’s reading material. Contains at least one typographical spelling or grammar error, but only a few. Addresses question or task in assignment. Shows good use of professional writing structure, presentation, figures, and tables as appropriate to communicate message. Knows facts and case or evaluation report details well, has thought through their implications; offers interpretation or analysis of week’s readings and class discussion as it applies to assignment; supports analysis, argument, and conclusions well. Chooses an appropriate method for task; method use and result interpretation is correct but unsophisticated. Overall quality of writing is adequate to good—simple transitions, appropriate use of technical terms and acronyms, active voice, clear, concise, minimal use of academic language (<i>utilize</i> instead of <i>use</i>).
70–79	Assignment is turned in on time. Demonstrates adequate understanding of week’s reading material. Contains several typographical, spelling, or grammar errors. Addresses question or task in assignment. Adheres to length or format requirements of assignments. Seems to know basic facts of case or evaluation report but does not show evidence of having tried to analyze or interpret; offers one or two examples of information from readings or case or evaluation report without elaboration or clear connection to assignment. Chooses an inappropriate method for task; method is implemented incorrectly or in a sloppy way, and/or result interpretation is unsupported. Overall quality of writing is poor to adequate—stilted, poor transitions, cluttered, poor use of jargon or acronyms, confusing, passive voice, overly wordy, some overuse of academic language (<i>utilize</i> instead of <i>use</i>).
1–69	Assignment is turned in on time. Demonstrates poor understanding of material covered in week’s reading or in-class discussions (for example, providing only one obvious example). Contains numerous obvious typographic, spelling, or grammatical errors. Only indirectly addresses question or task in assignment. Does not meet length or other format requirements of assignment. Chooses a completely inappropriate method for task; implementation is so poor that any information from study is questionable, and/or result interpretation is wrong. Overall writing quality is bad—incomplete sentences, incomprehensible sentences or paragraphs, no transitions, high use of jargon or acronyms, passive tone, overly wordy, dramatic overuse of academic language (<i>utilize</i> instead of <i>use</i>).
0	Assignment not turned in, not complete, or turned in late without prior approval (see late policy).

CLASS PARTICIPATION

We will use the following rubric in general, but how participation is included in your final grade is at the discretion of the individual instructor.

Score	Criteria
Excellent	Demonstrates excellent preparation; has analyzed material exceptionally well; relates it to other readings and materials (personal experience, other cases, lectures, etc.); offers evaluation, analysis, and synthesis of material; makes connections that takes the class further; contributes extensively in discussion, keeps analysis focused; responds very thoughtfully to others' opinions, contributes to cooperative argument building, suggests alternative ways to approach material, and helps class analyze which approaches are appropriate. Demonstrates very active engagement in the material.
Good	Demonstrates good preparation, knows facts and details of material well, has thought through implications well; offers interpretation or analysis of readings or other materials to class; contributes well to discussions in an ongoing way; responds to other students' points, thinks through own points; questions others in a constructive way; offers and supports points that may be counter to the majority opinion; demonstrates consistent, ongoing involvement.
Average	Demonstrates adequate preparation; knows basic facts from material but does not show evidence of having tried to analyze or interpret them; offers straightforward information from readings or other material without elaboration or very infrequently; does not offer to contribute to discussion but responds moderately when called on; demonstrates sporadic involvement. Joins class late once or twice without explanation.
Poor	Present, not disruptive, tries to respond when called upon but does not offer much. Demonstrates very infrequent participation in discussions (say once per class). Absent once or twice without explanation. Joins class late frequently. Appears more focused on class ending exactly on time or early than allowing other student or instructor bringing a point to a close. Sometimes involved in discretionary non-class activities (Blackberries, texting, Facebook, crosswords, etc.) Disrupts class occasionally through side conversations or unrelated messages.
Very Poor	Absent often, no effort to participate, clear disrespect for instructor and other students as demonstrated by engaging in discretionary non-class activities (Blackberries, texting, Facebook, reading for other courses, crosswords, etc.) while in class. Has not prepared for class discussion, does not know required material. Does not make an effort to respond when called upon. Disrupts class often through side conversations or unrelated messages.

**PLEASE NOTE:
RUBRICS FOR SPECIFIC ASSIGNMENTS WILL BE PROVIDED BY YOUR
INSTRUCTOR**

LATE WORK POLICY

Late work policies are the discretion of the individual instructor. In general, as a professional program, we emphasize deadlines as you would expect in a work environment. Late or make-up work will not be accepted unless your instructor has approved in advance your reason or in special circumstance, and in most cases, will then will receive only half credit maximum.

ACCOMODATIONS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical

conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities.

In order for School of Government faculty to facilitate accommodations, students must be approved and registered for accommodations through the Accessibility Resources and Service Office.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance students should visit their website: <http://accessibility.unc.edu>; telephone: 919-962-8300; or e-mail: accessibility@unc.edu. A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to finals and during finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

Please contact ARS as early in the semester as possible.

WEATHER EVENTS

In the event of a weather emergency or other emergency necessitating the cancellation of class, I or your instructor will post a cancellation notice on the course page and send a message to students.

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and faculty are obliged to report all suspected instances of academic dishonesty to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

Plagiarism in the form of "deliberate" or "reckless" representation of another's words, thoughts, or ideas as one's own without appropriate attribution to the original author in connection with submission of academic work, whether graded or otherwise, is a serious breach of the academic integrity demanded by the Honor Code and one of the most common forms of academic misconduct processed by the Honor System. Plagiarism can take many forms. Follow these guidelines:

- Quote and cite any words that are not your own.
- If you paraphrase the words of another, you must still give proper attribution.
- If you look it up, write it down.

Supporting learning by your classmates is strongly encouraged. However, all personally-ascribed academic work in this course, including homework, quizzes, and exams, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted. For example, a classmate can show you how she performed a regression with her data or explain her results to help guide you, but you should perform a regression with your data and explain your results entirely on your own. You are expected to read and follow the information provided by the UNC Office of Student Conduct on the Honor Code.

GENERAL SUMMARY SCHEDULE OF TOPICS, READINGS, & ASSIGNMENTS

PUBA 720			
Week	Topic	Readings	Major Assignments Due
1	Review from PUBA 719 and Introduction to PUBA 720		
2	The Concepts Behind Inferential Statistics	Required: <ul style="list-style-type: none"> • Chapter 12 in O’Sullivan, et al. • Chapter 6 & 8 in Berner 	
3	Inferential Statistics: Chi-Square (Nominal data) and T-tests (Interval Data)	Required: <ul style="list-style-type: none"> • Chapters 8 and 9 in Remler, Dahlia K. and Van Ryzin, Gregg G. <i>Research Methods in Practice</i>, 2nd edition. 	Memo on data collection and analysis
4	Inferential Statistics: Correlation (which is NOT inferential) and Regression (which is)	Required: <ul style="list-style-type: none"> • Chapter 14 in O’Sullivan, et al. • Chapter 9 in Berner 	
5	Assumptions in Multiple Variable Regression	Required: <ul style="list-style-type: none"> • Chapter 6: Reliability and Validity - in Salkind, Neil J. <i>Statistics for people who (think they) hate statistics</i>. Sage Publications, 2016. 	Memo on Chi-square or T-test analysis
6	Cost-benefit analysis	Required: <ul style="list-style-type: none"> • Posner, Richard A. 2000. "Cost-Benefit Analysis: Definition, Justification, and Comment on Conference Papers." <i>Journal of Legal Studies</i> 29 (S2): 1153–77. • Frank, Robert H. 2000. "Why Is Cost-Benefit Analysis So Controversial?" <i>Journal of Legal Studies</i> 29 (S2): 913–30. • Reynolds, Arthur J., Judy A. Temple, Dylan L. Robertson, and Emily A. Mann. 2002. "Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers." <i>Educational Evaluation and Policy Analysis</i> 24 (4): 267–303. Supplemental: <ul style="list-style-type: none"> • Krol, R. 2016. "Transportation Cost-Benefit Analysis Can Be Highly Misleading." <i>Regulation</i> 38 (4): 9–11. • Carrigan, C. 2017. "What's Wrong with the Back of the Envelope? A Call for Simple (and Timely) Benefit-Cost Analysis." <i>Regulation &</i> 	

		<p><i>Governance</i> 11 (2): 203–12.</p> <ul style="list-style-type: none"> • Ackerman, Frank, and Lisa Heinzerling. 2002. "Pricing the Priceless: Cost-Benefit Analysis of Environmental Protection." <i>University of Pennsylvania Law Review</i> 150 (5): 1553–84. • Sen, Amartya. 2000. "The Discipline of Cost-Benefit Analysis." <i>Journal of Legal Studies</i> 29 (S2): 931–52. • Krutilla, Kerry. 2005. "Using the Kaldor-Hicks Tableau Format for Cost-Benefit Analysis and Policy Evaluation." <i>Journal of Policy Analysis and Management</i> 24 (4): 864–75. (Focus on the example.) • Harlow, Kirk C., and Duane Windsor. 1988. "Integration of Cost-Benefit and Financial Analysis in Project Evaluation." <i>Public Administration Review</i> 48 (5): 918–28. 	
7	Using the Research Process to Evaluate Programs	<p>Required:</p> <ul style="list-style-type: none"> • Schorr, L. B. 2016. "Reconsidering Evidence: What It Means and How We Use It." <i>Stanford Social Innovation Review</i>. • Tseng, V. 2015. "Evidence at the Crossroads Pt. 1: What Works, Tiered Evidence, and the Future of Evidence-Based Policy." William T. Grant Foundation. Blog post (October 27, 2015). <p>Supplemental (Qualitative analysis):</p> <ul style="list-style-type: none"> • Chapters 1 & 2 in Saldaña, Johnny. <i>The coding manual for qualitative researchers</i>. Sage, 2013. 	Memo on Regression Analysis
8	Evaluation Theory	<p>Required:</p> <ul style="list-style-type: none"> • Kroll, A., and D. P. Moynihan. 2018. "The Design and Practice of Integrating Evidence: Connecting Performance Management with Program Evaluation." <i>Public Admin Rev</i> 78: 183–94. doi:10.1111/puar.12865. • American Evaluation Association. 2013. <i>American Evaluation Association Guiding Principles for Evaluators</i>. Washington D.C.: American Evaluation Association. • Knickman, James R., and Kelly A. Hunt. 2014. "The Robert Wood Johnson Foundation's Approach to Evaluation." (Chapter 5). In <i>To Improve Health and Health Care</i> vol. XV, edited by Stephen L. Isaacs and David C. Colby, 101–124. San Francisco: Jossey-Bass. • <i>W.K. Kellogg Foundation Evaluation Handbook</i>. 2017. Battle Creek, MI: W.K. Kellogg Foundation. (The whole report is worth reading, but 	Memo on Cost-Benefit Analysis

		for this particular week, read pages 4–13 and 69–95.)	
9	Evaluation Case Studies	<p>Required:</p> <ul style="list-style-type: none"> Duke Division of Community Health. 2017. <i>Healthy Places North Carolina: Four-Year Evaluation Report</i>. Duke Division of Community Health (August 31). (Abstract and executive summary only.) 	Draft of paper
10	Reports, Reviews, and Graphics	<p>Required:</p> <ul style="list-style-type: none"> Berner, Maureen M., and Julia Da Silva. 2017. "Food Insecurity among University Students: A Comprehensive Survey at the University of North Carolina at Chapel Hill." Unpublished manuscript. <p>Supplemental:</p> <ul style="list-style-type: none"> Matheus, Ricardo, Marijn Janssen, and Devender Maheshwari. 2018. "Data science empowering the public: Data-driven dashboards for transparent and accountable decision-making in smart cities." <i>Government Information Quarterly</i>. 	
11	Report Writing: The Politics	<p>Required:</p> <ul style="list-style-type: none"> Chapter 15 - O'Sullivan, et al. Berner, Maureen M., and David A. Brown. 2016. <i>A Process Evaluation and Demographic Analysis of Jury Pool Formation in North Carolina's Judicial District 15B</i>. UNC School of Government. 	
12	Final Paper Presentations		Presentations During class time
13	Final Paper Presentations		Presentations During class time
End of term			Final paper