

Master of Public Administration Program
School of Government
University of North Carolina

PUBA 720: ANALYSIS AND EVALUATION II

Spring 2024
COURSE SYLLABUS

Instructor: Christopher A. Cody, PhD
Class Time: Monday 1:00-4:00
Email: cacody@ad.unc.edu
Office Hours: By appointment

Course Description

This course is the second course of 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. This course introduces students to the analysis and reporting phase of the research process by focusing on data management, data analysis, report writing, and data visualization, along with an overview of several public administration research methods. While statistics are part of this course, the focus is on the research process and does not represent a full statistics course.

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:

- Selecting, applying, critiquing, and interpreting analysis for informing decisions;
- Identifying, collecting, managing, and interpreting relevant qualitative and quantitative data; and
- Design and conduct appropriate research to address public problems.

The expectation is that (1) you engage 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.

Ground Rules

This is a graduate-level course that demands students be carefully prepared. Furthermore, this course is presented within the context of a professional degree program and will be conducted according to the standards of the professional workplace. Students are expected to refrain from non-class related communication and interactions such as texting, social media use, etc. Class members should consider themselves colleagues who will collaborate to help each other develop

a solid understanding of materials and concepts. To facilitate this process, class will start and end on time. All assignments must be completed on time. Late work will be penalized five points for every 24 hours, up to 50% off the final grade. Finally, plagiarism and other forms of academic dishonesty will not be tolerated, and disciplinary action will be pursued if such behavior is discovered. For further information about academic misconduct, see the UNC Code of Student Conduct located on the web at <http://instrument.unc.edu/>.

The University of North Carolina – 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.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel: 919-962-8300 or Email: accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. You are encouraged to contact ARS as early in the semester as possible.

Unless otherwise specified for a specific assignment, all assignments should follow The Chicago Manual of Style. Please use author-date citation style and in-text citation.

AI Usage

AI should help you think. Not think for you.

- Use these tools to give you ideas, perform research, and analyze problems. Do not use them to do your work for you (e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer).

Engage with AI responsibly and ethically.

- Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights.

You are 100% responsible for your final product.

- You are the user. If the AI makes a mistake, and you use the output, it's your mistake. If you don't know whether a statement about *any item in the output* is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

Required Texts

Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. 2020. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020).

Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022).

Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020).

Berner, Maureen. *Statistics for Public Administration: Practical Uses for Better Decision Making, 2nd Edition*. (ICMA Press 2013). <https://icma.org/publications/statistics-public-administration-practical-uses-better-decision-making-2nd-edition>

In addition to the required readings, the course makes extensive use of supplemental readings and resources that will be posted on the course site.

Grading

Class participation	5%
Descriptive Statistics Memo	10%
Qualitative Analysis Exercise	10%
T-Test Memo	10%
Chi-Square Analysis Memo	10%
Linear Regression Memo	10%
CBA Memo	10%
Program Evaluation Exercise	10%
Research Findings and Data Visualization Paper	25%
Total	100%

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

COURSE REQUIREMENTS AND ASSIGNMENTS

Class Participation

This course has a heavy participatory component. Your class participation comprises participation in forums and response to questions posted, class attendance, and live session participation. Although attendance is self-explanatory, in-class participation refers to how adequately you prepare for and partake in class discussions, including engaging with forums and discussion questions.

Come to class prepared with questions to ask of the instructor and fellow students from the reading assignments. I expect your comments to provide meaningful contributions, integration of material, and advancement of the discussion. Your participation is based on both frequency and quality. Frequency is important so that the class can benefit from your own unique experience. Your instructor will evaluate quality using several criteria. The first is relevance. Making a comment that is extremely insightful but not relevant to the question your instructor has asked or the point that your classmates are discussing is rarely helpful. Comments that are directly

relevant will help to advance the class's thinking on a topic. Finally, participation means not only active involvement in discussion but also careful listening, consideration, and respect for your colleagues' opinions. Therefore, it is important that we all treat the classroom as a safe environment. It is a place for experimentation and risk-taking.

Perspectives of all individuals from all backgrounds reflecting the diversity of our students are valued. Varied voices and views enhance our learning community and diversity—broadly defined to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability—is honored. The components of the course are designed to create an inclusive space for all students.

Discussion on forums and during class will be one of the primary ways in which you will learn—you are expected to contribute to discussion for your own benefit and the benefit of your classmates. Simply attending class is not sufficient for earning a high grade. At each class, I expect each student to be prepared to:

- Suggest questions for class discussion,
- Engage in a thoughtful and critical evaluation of the class's readings, and
- Contribute relevant examples from your own experience.

Descriptive Statistics Memo

Based on a data set provided, submit a two-to-three-page memo (single space) on 10 selected variables highlighting their descriptive statistics and/or frequencies (with output) and a summary of your findings. Additional information will be provided in Week 3. Memo is due at the end of day on February 5th.

Qualitative Analysis Exercise

Based on an interview provided, submit a two-to-three-page memo (single space) highlighting how you coded the interview, the codes selected, and overall themes found. Then provide a summary of your overall findings. Additional information will be provided in Week 6. Memo is due at the end of day on February 26th.

T-Test Memo

Based on a data set provided, submit a one-to-two-page memo (single space). Using the data set provided, prepare a research question that might be of interest relating one nominal variable and one interval variable. A t-test should be run on these variables and a summary of your findings (with output) presented. Additional information will be provided in Week 6. Memo is due at the end of day on March 4th.

Chi-Square Analysis Memo

Based on a data set provided, submit a one-to-two-page memo (single space). Using the data set provided, prepare a research question that might be of interest relating two nominal or ordinal variables. A chi-square analysis should be run on these variables and a summary of your findings (with output) presented. Additional information will be provided in Week 8. Memo is due at the end of day on March 18th.

Linear Regression Memo

Based on a data set provided, submit a two-to-three-page memo (single space). Using the data set provided, prepare a research question that might be of interest relating at least four variables to an interval (outcome) variable. Regression analysis should be run on these variables and a summary of your findings (with output) presented. Additional information will be provided in Week 10. Memo is due at the end of day on April 1st.

CBA Memo

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 (single space) 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. Memo is due at the end of day on April 8th.

Program Evaluation Exercise

Based on Weeks 13 and 14, submit the program evaluation form (provided in class) and a one-to-two-page memo (single spaced) that outlines the program evaluation process to answering a research question of your choosing. Additional information will be provided in Week 13. Memo is due at the end of day on April 22nd.

Research Findings and Data Visualization Paper

Based on a data set provided in class or a data set of your choosing, prepare a full analytical section of a research paper, no more than 5 pages (single space, not including appendices). Using the date set, prepare a research question, run the appropriate data analysis, present the findings using data visualizations and discuss any research limitations and provide an overall conclusion for the analysis. Additional information will be provided in class during Week 11. Paper is due end of day May 3rd.

Course Schedule

Spring 2024 Course Overview		
Session	Topic	Assignments
1: January 15	No Class (MLK Jr. Holiday)	No Assignments
719 Refresher/Data Management		
2: January 22	Introductions/Descriptive Statistics II/Inferential Statistics	No Assignments
3: January 29	Data Management, Cleaning, and Merging I	No Assignments
4: February 5	Data Management, Cleaning, and Merging II/ Qualitative Analysis I	Descriptive Statistics Memo
5: February 12	No Class (Well-being Day)	No Assignments
Data Analysis		
6: February 19	Qualitative Analysis II/T-Tests I	No Assignments
7: February 26	T-Test II/Chi-Square Analysis I	Qualitative Analysis Exercise
8: March 4	Chi-Square Analysis II /Linear Regression I (Class Will Be Online)	T-Test Memo
9: March 11	No Class (Spring Break)	No Assignments
10: March 18	Linear Regression II	Chi-Square Memo
11: March 25	Linear Regression III/Logistic Regression/Research Feasibility II	No Assignments
Public Administration Tools/Report Writing and Visualization		
12: April 1	Cost Benefit Analysis	Linear Regression Memo
13: April 8	Program Evaluation I	CBA Memo
14: April 15	Program Evaluation II/Data Visualization I	No Assignments
15: April 22	Data Visualization II	Program Evaluation Exercise
16: April 29	Communicating Research	No Assignments
EXAM		Research Findings and Data Visualization Paper.

CALENDAR AND READING ASSIGNMENTS

(Subject to change as necessary)

Session 1: No Class (MLK Jr. Holiday)

- No Assigned Readings

Session 2: Introductions/Descriptive Statistics II/Inferential Statistics Readings

- No Assigned Readings

Session 3: Introductions/Descriptive Statistics II/Inferential Statistics

Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapters 9 and 10**
- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapters 1 and 2**
- Berner, Maureen. *Statistics for Public Administration: Practical Uses for Better Decision Making, 2nd Edition*. (ICMA Press 2013). **Chapter 2**

Session 4: Data Management, Cleaning, and Merging II/ Qualitative Analysis I

Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 11**
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 10**
- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapter 3**
- Berner, Maureen. *Statistics for Public Administration: Practical Uses for Better Decision Making, 2nd Edition*. (ICMA Press 2013). **Chapters 3 and 4**

Session 5: No Class (Well-being Day)

No Assigned Readings

Session 6: Qualitative Analysis II/T-Tests

Readings

- Chapters 1 & 2. In Saldaña, Johnny. *The Coding Manual for Qualitative Researchers*. (Sage, 2013).

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 12**
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 9**
- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapters 7 and 8**

Session 7: T-Test II/Chi-Square Analysis I

Readings

- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapters 9 and 10**
- Berner, Maureen. *Statistics for Public Administration: Practical Uses for Better Decision Making, 2nd Edition*. (ICMA Press 2013). **Chapters 8**

Session 8: Chi-Square Analysis II /Linear Regression I

Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 13**
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 8**
- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapter 17**

Session 9: No Class (Spring Break)

No Assigned Readings

Session 10: Linear Regression II

Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 14**
- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapters 13, 15 and 16**
- Berner, Maureen. *Statistics for Public Administration: Practical Uses for Better Decision Making, 2nd Edition*. (ICMA Press 2013). **Chapters 9**

Session 11: Linear Regression III/Logistic Regression/Research Feasibility II

Readings

- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapters 6, 14 and 18**

Session 12: Cost Benefit Analysis

Readings

- Posner, Richard A. 2000. "Cost-Benefit Analysis: Definition, Justification, and Comment on Conference Papers." *Journal of Legal Studies* 29 (S2): 1153–77.
- Frank, Robert H. 2000. "Why Is Cost-Benefit Analysis So Controversial?" *Journal of Legal Studies* 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." *Educational Evaluation and Policy Analysis* 24 (4): 267–303.
- Ackerman, Frank, and Lisa Heinzerling. 2002. "Pricing the Priceless: Cost-Benefit Analysis of Environmental Protection." *University of Pennsylvania Law Review* 150 (5): 1553–84.
- Sen, Amartya. 2000. "The Discipline of Cost-Benefit Analysis." *Journal of Legal Studies* 29 (S2): 931–52.

Session 13: Program Evaluation I

Readings

- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapters 11 and 12**
- Schorr, L. B. 2016. "Reconsidering Evidence: What It Means and How We Use It." *Stanford Social Innovation Review*.

Session 14: Program Evaluation II/Data Visualization I

Readings

- Kroll, A., and D. P. Moynihan. 2018. "The Design and Practice of Integrating Evidence: Connecting Performance Management with Program Evaluation." *Public Admin Rev* 78: 183–94. doi:10.1111/puar.12865.
- American Evaluation Association. 2013. *American Evaluation Association Guiding Principles for Evaluators*. 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 *To Improve Health and Health Care* vol. XV, edited by Stephen L. Isaacs and David C. Colby, 101–124. San Francisco: Jossey-Bass.
- *W.K. Kellogg Foundation Evaluation Handbook*. 2017. Battle Creek, MI: W.K. Kellogg Foundation. (The whole report is worth reading, but for this particular week, read pages 4–13 and 69–95.)
- Salkind, Neil J. and Bruce B. Frey. *Statistics for People Who (Think They) Hate Statistics 7th edition*. (Sage Publications Inc. 2020). **Chapters 4**

Session 15: Data Visualization II

Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 15**
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 14**
- 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." *Government Information Quarterly*.

Session 16: Communicating Research

No Assigned Readings

Additional Resources and Policy Statements

Academic Policies

University Class Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\) website](#) provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

Honor Code Statement

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult studentconduct.unc.edu.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Services & Student Support Policies

Accessibility Resources & Services (ARS)

[Accessibility Resources and Service](#) (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

Counseling & Psychological Services (CAPS)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvs@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application

essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.