

**POLI 514 ORGANIZATIONAL PLANNING AND ASSESSMENT**  
 SPRING 2018, TUESDAY 6:00-8:40PM

Instructor: Dr. Rachel Navarre  
 Office: Dr. Guy Clifford House, 102  
 Office Hours: MW 1:45-3:15, or by appointment  
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**Course Description**

This course focuses on planning and assessment tools for organizational leaders, building their ability to deliver organizational outcomes through data-informed decision making. Students will expand their practical research and planning skills, through applied quantitative and qualitative research designs and analyses. The course assists those in both the nonprofit and public sector gather, analyze, and interpret relevant data to guide strategic decision-making.

**Competency and Learning Outcomes**

<b>Competency</b>	<b>Outcomes</b>	<b>Outputs</b>
To lead and manage in public governance	Demonstrate ethical and accountable leadership skills grounded in relevant theory (M)	Class discussions on IRB, informed consent, ethical research
To participate in and contribute to the policy process	Analyze the various steps in the policy process (H)	Assessment Research Proposal, External evaluations
To analyze, synthesize, think critically, solve problems and make decisions.	Apply a variety of approaches to address relevant questions in public administration, including problem solving, writing and oral communication, quantitative and qualitative methods, and critical thinking skills (H).	Assessment Research Proposal, External evaluations
To articulate and apply a public service perspective	Synthesize the theoretical underpinnings of public administration with accountable practices in public or nonprofit organizations (H).	Class discussions on stakeholders,
To communicate and interact productively with a diverse and changing workforce and citizenry	Demonstrate the ability to interact productively with diverse populations (H).	Class discussions on diversity in research; Presentations

## Course Materials

Required (available at the Bookstore):

- Mitchell Brown and Kathleen Hale, *Applied Research Methods in Public and Nonprofit Organizations* (Jossey-Bass, 2014) (TEXT)
- Besides the text, various readings will be posted on the course's Blackboard site, which will be noted with (BB) next to the titles.

Recommended (helpful to your development in the profession):

- Membership in the American Society for Public Administration (ASPA), available online at [www.aspanet.org](http://www.aspanet.org). This professional organization connects scholars and practitioners of public administration, and membership is low-cost while you are a student (\$40.00 per year). You will receive access to ASPA emails, as well as *Public Administration Review* and *Public Administration Times*.
- Regular access (digital subscriptions, RSS feeds, Twitter follows) to local, national, and international newspapers, including:
  - National and international: *The Economist*, *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Financial Times*
  - Local: *The Boston Globe*, *The Boston Herald*

## Course Requirements

- **External Reviewer (15%):** Students will act as external reviewers on brief research proposals centered on social policy and public administration. Students will be expected to provide constructive, cogent commentary from the perspective of a methodologist and/or grant agency. Guiding questions will be provided. Reviews will be distributed back to the proposals' authors.
- **Research Proposal (25%):** Students will prepare a research proposal centered around a question affecting an organization with which they are familiar, arising out of their organizational analysis. Students will identify, explain, justify, and prepare deliverables for a mixed-method (i.e., more than 2 distinct method) approach.
- **Presentations (15%):** Students will present their research proposals at the end of the semester
- **Midterm Exam (20%):** The midterm will be a take-home exam, and will center around a case study for which students will construct an assessment plan. Further instructions will be provided ahead of the exam.
- **Final Exam (25%):** The final exam will be in the same format as the midterm, but will be an in-class exam held during finals week. The case study will be provided during the exam. Further instructions will be provided.

## CLASS POLICIES

- **Scholastic Dishonesty** According to the University, "Academic dishonesty is an attempt to misrepresent one's efforts on any academic assignment or exercise submitted for evaluation" (Academic Integrity Policy). This includes, but is not limited to: plagiarism, cheating, fabrication, falsification, submission of ghostwritten work and multiple submissions of the same work. For more information on academic dishonesty and how to prevent it, please <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>.

- **Accommodations:** Any students in need of accommodations for their coursework should contact both Disability Resources and me immediately upon entering the course, so that we can work together to ensure the student's needs are met.
- **Conduct:** To best debate the ideas in the course and learn from the materials and each other, it is crucial that we maintain civility within the classroom. This includes not speaking out of turn; using respectful language; acknowledging differences in both backgrounds and opinions; and listening to each other's unique insights. We as a class will not tolerate any speech or actions that degrade any person or group of people.
- **Penalty for Late Work:** I expect all required assignments to be completed by the time they are due. For any written work, the penalty for a late turn-in is 1/3 of a letter grade for every day that the assignment is late (therefore, a paper that would have been an A drops to an A- if it is one day late; to a B+ if it is two days late; to a B if it is 3 days late, etc.). Make-ups for exams and assignments will not be allowed unless there is a documented reason for absence. Remember, it is always better (and easier) to contact me **BEFORE** something happens.
- **Discussing Grades:** To protect your privacy, I will only discuss your class performance with you during my office hours; please feel free to email me for an appointment if my scheduled hours are not convenient for you.
- **Contacting Me:** Before contacting the instructor about questions regarding class policies, please re-check the syllabus. I will answer emails during my normal business hours, typically Monday-Friday 9 am-5 pm. Please be aware that depending on the time you send me an email and the time I check my email, you may receive an answer the following **business** day.
- **Class Communication:** Email will be used to communicate class changes through Blackboard. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to check their BSU e-mail on a frequent and regular basis in order to stay current with University-related communications. The complete text of this policy may be [found here](#).

## **CLASS CALENDAR AND READING ASSIGNMENTS**

### **Week 1: Welcome and Introduction** January 23

Welcome to the course and overview of course assignments

### **Week 2: Applied Research Questions and Theory Development** January 30

- Chapter 1 – skim (TEXT)
- Chapter 2 (TEXT)
- Engber, Daniel. 2017. "How Bad Footnotes Helped Cause the Opioid Crisis"  
*Slate.com*  
[http://www.slate.com/articles/health\\_and\\_science/science/2017/06/how\\_bad\\_foot\\_notes\\_helped\\_cause\\_the\\_opioid\\_crisis.html](http://www.slate.com/articles/health_and_science/science/2017/06/how_bad_foot_notes_helped_cause_the_opioid_crisis.html)

### **Week 3: Research Design and Application** February 6

- Chapter 3 (TEXT)
- Pew Research Center. “US Survey Research: Sampling”  
<http://www.pewresearch.org/methodology/u-s-survey-research/>

**Week 4: Qualitative Methods** February 13

- Chapter 4 (TEXT)

**Week 5: Quantitative Methods** February 20

- Chapter 5 (TEXT)
- Pew Research Center. “US Survey Research: Questionnaire Design”  
<http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/>

**Week 6: Data Analysis** February 27

- Chapter 6 (TEXT)
- Burn-Murdoch, John. 2017 “Germany’s Election and the Trouble with Correlation.” *Financial Times*. <https://www.ft.com/content/94e3acec-a767-11e7-ab55-27219df83c97> (skim)
- Miller, Steven V. “Reading a Regression Table: A Guide for Students” August, 13. 2014. <http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/>

**March 6: Spring Break, no classes**

**Week 7: Midterm** March 13

- Take home midterm exam; open office hours by appointment

**Week 8: Data Interpretation and Writing about Results** March 20

- Chapter 7 (TEXT)
- On writing the needs or problem statement  
[https://www.sagepub.com/sites/default/files/upm-binaries/15910\\_Chapter\\_5.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/15910_Chapter_5.pdf)

**Week 9: Strategic Planning** March 27

- Readings (BB)

**Week 10: Consultations on Projects** April 3

- Sign up for consultation during OH/class time

**Week 11: External Review and Discussion** April 10

- External Review assignment due

**Week 12: Guest Speaker** April 17

- Chris McMillan, Staff Assistant and Strategic Planning Coordinator at BSU

**Week 12: Presentations** April 24

- Final presentations
- **Research proposals due**

**Final Exam: Tuesday, May 1, 2017, 6:00-8:40PM, Location TBA**