

POLI 514 ORGANIZATIONAL PLANNING AND ASSESSMENT
 SPRING 2020 TUESDAY 6:00-8:40PM

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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

Competency	Outcomes	Outputs
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) (ARM)
- Bryan W. Barry (1997) *Strategic Planning Workbook for Nonprofit Organizations* (Fieldstone Alliance) (SPW)
- Besides the text, various readings will be posted on the course's Blackboard site

Recommended (helpful to your development in the profession):

- Membership in the American Society for Public Administration (ASPA), available online at 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

- **Organizational Assessment:**
 - **Program Proposal (20%):** Students will identify a social problem. They will create a program based on this problem and do either a logic model or a SWOT analysis. Paper should be brought into class for discussion. More information can be found in Appendix A.
- **Exam 1 (20%):** The midterm will be a take-home exam, and will center around a case study for which students will construct an assessment plan. For more information on the exams, see Appendix D.
- **Participation (10%):** Each student is allowed one absence. After that, you will lose one (1) point per class missed. When you are in class, you are expected to have done the reading and be prepared to discuss it in class.
- **Final Project (50%):** For the second half of the semester, the students will work together to create and implement a mixed-methods study looking at how people perceive the response to Coronavirus from state and local communities. More information on this can be found in Appendix E.

CLASS POLICIES

- **Submitting Paperwork** All papers and exams are to be submitted via Blackboard. No work will be accepted via e-mail or in class. If the student attempts to hand a physical copy of the paper to the professor, the professor will not accept it but, instead, recite poetry by either John Donne or Robert Frost.
- **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. If there are extenuating circumstances, contact me directly and we can discuss an extension.
- **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	Topic	Reading	Assignments
Week 1: Jan 28	Introduction	N/A	
Week 2: Feb 4	Identifying a Social Problem	“Examining Social Problems”	
Week 3: Feb 11	Program Planning	“Designing Effective Programs” “The Nature of Planning”	
Week 4: Feb 18	SWOT Analysis & Logic Models	“Logic Models: A Tool for Telling Your Program’s Performance Story” “SWOT Analysis: Raising Capacity of Your Organization”	
Week 5: Feb 25	Strategic Planning I	SPW: Sections 1 & 2	
Week 6: March 3	Strategic Planning II	SPW: Appendix B “Huntington’s Disease Society of America Strategic Plan”	Program Proposal Due (Bring in paper to class)
Week 7: March 10	Spring Break: No Class		
Week 8: March 17	Extra Week of Spring Break: No Class		
Week 9: March 24	Qualitative Methods	ARM 4	Discussion Board: Interview Questions & Code List
Week 10: March 31	Exam 1		
Week 11: April 7	Survey Design	ARM 5 “US Survey Research: Questionnaire Design” “Some General Rules for Designing Good Survey Instruments”	Upload transcripts by April 9. Discussion Board: Survey Questions
Week 12: April 14	Data Analysis/Data Interpretation and Writing About Results	ARM 6 & 7 “Germany’s Election and the Trouble with Correlation”	Distribute Survey Coding due April 18.

		<p>“On writing the needs or problem statement”</p> <p>“Recommendations For the Community Chest of Western Cape”</p>	
Week 13: April 21	Research Questions & Research Planning	ARM 1 (skim), 2, 3	Survey results returned.
Week 14: April 28	Discussion of Surveys and Qualitative Methods		Discussion on how to present results.
Week 15: May 5	Final paper of the qualitative and quantitative analysis due May 11		

Appendix A: Program Proposal Paper: 20 points (Due March 3).

The purpose of this paper is to take the information you have learned during the first half of the semester and apply it to a program. There is no page minimum or maximum. You should use this paper to show the professor what you have learned and how you can apply it to work within the public and nonprofit sector. This paper will be discussed on class on March 3, with a focus on the strategic plan. Below is the rubric for the paper.

Expectation	Low	Middle	High
Student identified a problem and provided support (5 points).	The student identified a problem but did not justify why it is a problem.	Student identified a problem and justified the problem but did not use two statistics.	Student has identified a problem and used, at minimum, two statistics (including appropriate citations) to justify why this is a problem.
Student will create a program in response to this problem. They will identify a nonprofit organization which will support this program (5 points).	The student created a program but provided neither justification nor a nonprofit organization.	The student created a program but either did not use any journal articles to support it or did not identify a nonprofit who could support this work.	Student created a program and use, at minimum, one journal article to justify their program. The program should be thought out, including a nonprofit which will support the program and information on how the program will be implemented.
Student will do a Logit Model for the program (5 points) OR	Student provided very little information on their logit model.	Student did a partial logit model, but did not provide details.	Student will do a full logit model, including resources/inputs, activities, outputs, and outcomes (short, medium, and long-term).
Student will do a SWOT analysis (5 points).	Student did not complete SWOT analysis.	Student did not provide details in their SWOT analysis.	Student did a full SWOT analysis, including Strategies, Weaknesses,

			Opportunities, and Threats.
Student will create a strategic plan for the program (5 points).			Student created a five-year strategic plan to explain where the program will go.

Appendix B: Survey: 10 points (Due April 21)

The student will create, at minimum, a 10 question survey. This survey should be used to evaluate the program which you created in your first paper. The student should also write about:

- Which stakeholder(s) will this be aimed at?
- How will you distribute this survey?
- What information are you aiming to get? What information are you missing?

The survey should be created using Survey Monkey, Qualtrics, Google Forms, or another program which provides a professional looking survey. This survey should look as though it is going out to stakeholders, so it should be professional looking.

Appendix C: Qualitative Outreach: 10 points (Due April 7)

The student will create a qualitative way to measure the program which was created in the first paper. The students will explain:

- Which method is used and why.
- How many people will be interviewed? How will it take place? Will you be doing the interviews or will it be outsourced?

Please note, you should be justifying all of your decisions. Do not just say “I will do X”, but explain why you are doing X. You should also provide a list of questions (at minimum 10).

Appendix D: Exams

There will be a take home exams. You will have 24 hours to complete the exam. It will be available on Blackboard on March 17 (Exam 1) and May 5 (Exam 2). You do not have to come in that day. Both of the exams MUST be submitted via Blackboard before Midnight that day.

Appendix E: Final Project

As our class moves online, we will be doing a group project to understand how qualitative and quantitative research is done in an organizational setting. This will be a group project, though we will all have our own individual pieces to do from the comfort of our home. From this project, we will learn:

- How to do interviews.
- How to gather quantitative data and analyze it.
- How to code qualitative data.
- How to present quantitative and qualitative data to stakeholders.

This project will be spread over the course of the semester. If possible, a presentation will be made to the faculty showing our results.

Social Problem: COVID-19

Research Question: How do people feel about the state & local government's response to COVID-19?

The timeline for this project is as follows:

March 24: We return from Spring Break. Qualitative Methods section will be available online. The discussion board for this week will be to create a list of questions for our interviews. **THIS LIST WILL BE FINALIZED BY SUNDAY, MARCH 29.**

March 30: We will have a list of questions which we will use. Each student (and the professor) will do **TWO** interviews. Students are expected to upload their interviews **AND TRANSCRIPTS** by **Sunday, April 5**. You will still have an exam during this time as well.

April 6: The discussion board will focus on a survey and a distribution method. **Survey will be finalized by Sunday, April 12. Professor will put survey together on Qualtrics and make it available by Monday, April 13.**

April 14: Students will distribute survey as planned. Students will start coding interviews.

April 20: Students will share codes and discuss how to present results.

April 27: Professor will distribute results from survey. Students will discuss how to analyze it and what each person's responsibility will be.

May 8: Students will submit their final analysis and charts. Professor will compile them into a single paper.