

Cleveland State University
College of Urban Affairs

UST 405: Methods of Research and Evaluation
FALL 2017
UR 107
Tuesdays and Thursdays, 4:30 – 5:45pm

Instructor: Dr. Tatyana Guzman
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Course Objective:

This course will review both quantitative and qualitative research methods, experimental and nonexperimental research designs, sampling techniques, the issues of causation and validity, research ethics, and will cover a variety of other research-related topics. Ultimately, this course is designed to help guide students in policy writing and presentation through thesis writing.

The course is required for students majoring in the College of Urban Affairs. Urban Data Analysis (UST 404) is a pre-requisite for this class.

Required Texts:

Bryman A. (2012). *Social Research Methods*, Fourth Edition, Oxford University Press. (Referred to it in the Syllabus as *Bryman*)

Johnson G. (2014). *Research Methods for Public Administrators*, Third Edition, M.E.Sharpe (Referred to in the Syllabus as *Johnson*)

Pirog, M. (Ed.). (2008). *Journal of Policy Analysis and Management Classics Series: Social experimentation, program evaluation, and public policy*. Hoboken, NJ: Wiley-Blackwell. (Referred to it in the Syllabus as *Pirog*)

All articles in the Pirog textbook are available online—free of charge—on the Wiley Interscience website: <http://www3.interscience.wiley.com/cgi-bin/bookhome/122336247>

Additional course readings are outlined in the tentative schedule of the course.

Grading:

Midterm Exam	15%	Research project	<u>35%</u>
Final Exam	15%	Part I: Problem statement	10%
Evaluation Critique	10%	Part II: Literature review	10%
Teaching presentation	10%	Part III: Complete project	15%
Attendance	5%	Research Presentation	10%
		Participation	5% bonus

Additional bonus exercises might also be available during the course of the study.

Most of the graded activities are schedule for the second half of the semester. Please, plan accordingly!

Grading Scale (in percentages):

95-100%	A	87-89%	B+	80-82%	B-	70-76%	C
90-94%	A-	83-86%	B	77-79%	C+	62-69%	D
						Below 62%	F

Exams

One midterm and one final exam will be offered to assess how students comprehend the course material. Both exams will be in-class. The midterm is scheduled for Tuesday, October 24. The final exam will be on Thursday, November 16. Each exam is worth 15% of the course grade. Students are allowed to bring a one sided hand written cheat sheet to the first exam and a two sided hand written cheat sheet to the second exam. Exams will consist mainly of short and long essay questions.

Make-ups

No make-up exams are scheduled for this course except under extraordinary circumstances. In this case, students must notify the instructor in advance and present an official documented excuse from an authorized person (doctor's office, military, etc.) within one week after the exam. If any exam is missed a make-up exam must be taken within two days before or a week after the scheduled Midterm. Please note any exam or make-up missed without well-documented reason and/or make-up not taken within allowed period will receive a grade "0".

Research Project and Presentation

In this course, students are expected to develop a research project. Since research is neither a quick, nor a consistent process, a set of exercises will be assigned throughout the semester to help facilitate your writing of the project. In writing the first assignment students are expected to select an urban issue of interest and prepare a two-three page statement about the issue selected. The problem statement is due before class on Thursday, September 14, and is worth 10 points.

The second part of the project, a literature review, is a two-three-page long exercise and will be due on Tuesday, September 19. At this point students will exchange their literature reviews and will receive feedback about them from the instructor and fellow classmates. Students will have a week to review assignment 2. The literature review will be submitted for grading on Tuesday, September 26. It is also worth 10 points. Students are expected to continue to work on their projects and revise the first two parts until their research presentations (that will be during one of the classes on November 21, 28, and 30, and December 5 and 7, and final submission during the finals' week on Tuesday, December 12. The final assignment is worth 15 points. Regardless of circumstances, for each day your assignment is not received, a 1-point deduction will be taken off your final grade.

All assignments will be due electronically via Blackboard (not e-mail!) before 4:00 PM on the day of class. It is students' responsibility to check that the assignments are downloaded correctly to Blackboard. Feedback on all assignments will be provided also via Blackboard.

Students who fail to cite their paper will be punished accordingly (see "Cheating" section below). Additional information about the assignments will be posted to Blackboard.

The instructor and teaching assistant will be happy to discuss exercises and guide the students to improve their writing, but they will not read any assignments before they are due to comment on their quality.

Students can change the topic of their paper during the course of the semester if they are not happy with their original selection, but cannot resubmit earlier assignment to improve a grade on it.

The maximum grade for the research presentation is 10 points. Every student is expected to present on the day he or she signed up for. If presentation is missed (regardless of circumstances) a student may be given a chance to present another day (given time availability), but the maximum grade for the makeup presentation will be reduced to 7 points.

Additional details about the research project and presentation of the project will be posted to Blackboard.

Attendance

Students are expected to attend every class. Attendance will be recorded on a regular basis and, as a result, participation points will be earned accordingly. Students will receive 1 point for each attended class. In case of an absence students should bring an official documented excuse from an authorized person (doctor's office, military, etc.). The attendance will be taken within the first 10-20 minutes of the class. Students lose attendance points if they come to the class after the attendance was taken or walk out of the class earlier without notifying the instructor

A student who missed more than 10 classes during the semester will receive a grade 0 for attendance.

Teaching presentation

All students are expected to prepare a 10-15 minute individual presentation on specific topics from chapters 9-27 of *Bryman*. The maximum grade for this assignment is 10 points. If a student fails to present on a scheduled day (regardless of circumstances) he or she may be given an opportunity to present another day (given time availability), but the maximum grade for the presentation will be reduced to a maximum of 7 points. Teaching presentations are scheduled for November 2, 7, 9, and 14. The presentations will be graded based on content and presentations skills of each presenter.

Evaluation critique

Students are required to select one quantitative study for evaluation critique exercise from an academic journal, think-tank, or other publication. The assignment is worth 10 points and is due by 4:00 pm on Tuesday, November 7. Similarly to other written assignment students will be penalized for not submitting the assignment on-time, plagiarism, and for not adhering to assignment format. Additional details about the assignments will be posted to Blackboard.

Class Preparation and Participation

Class preparation and participation are a crucial learning component of this class. 5% bonus will be assigned for participation in in-class activities that will include: completion and discussion of the assigned readings, discussion of certain issues and concepts presented in the class, asking and answering the questions during lectures, and others. After each class students will receive points for the quantity, but mainly for the quality of contribution(s) to the in-class discussions.

Writing Assistance

Students with difficulty writing may contact the Writing Center located in Main Classroom 321 for assistance. The director of the Writing Center, Dr. Mary McDonald is scheduled to come to the class on Thursday, September 7 to discuss several writing strategies and talk, among other things, about the services provided by the Writing Center. More information about the Writing Center can also be found here: <http://www.csuohio.edu/academic/writingcenter/index.html>.

Students who need help locating or using library resources are encouraged to contact the College Librarian Diane Kolosionek (d.kolosionek44@csuohio.edu). Diane is scheduled to come to the class on August 31

Cheating

A grade of “0” will be given for any exam on which cheating is detected.

With every detected cheating on attendance (attendance sheet is signed for a student who did not attend the class, or walked out of the class) 5% will be deducted from the overall score for the class. Be aware that even one cheating on attendance may lower your grade, for example, from “B” to “C+”.

Students cannot copy and paste paragraphs from electronic and other resources to their group assignments, take home assignments, or exams. Everything should be written in student’s own words. A small phrase, a sentence, or a word can be copied but must be cited accordingly. A student who fails to properly cite his or her work will lose a minimum of 60% off his or her assignment’s grade for plagiarism. More serious sanctions might be taken according to the CSU Code of Student Conduct

(<http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf>). Please, be aware that ALL written assignments will be checked for plagiarism using the Turnitin program. You can learn more about Turnitin program by visiting this link: http://turnitin.com/en_us/features/originalitycheck. The “Assignments” section of Blackboard contains a PowerPoint presentation about plagiarism. Additional information about plagiarism can also be found at this link: <http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html>.

Computers, cell phones, and other electronic devices

Students cannot use computers, cell phones, and other electronic devices during the class. A calculator (and electronic dictionary, if necessary) is the only electronic device allowed in the class.

Disabilities

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Students requiring classroom/testing accommodations for a disability, should contact the instructor no less than two weeks in advance of need and present the written supporting memorandum of accommodation from the Office of Disability Services. No accommodations should be assumed until authorized by the instructor.

Religious Observance

The university has a policy of respecting holidays of many religions. Please notify the instructor at least two weeks before the event if there are any conflicts with the lectures or scheduled examination dates due to religious observances.

Tentative Schedule

Class	Date	Topics, Readings, and Assignments
1	T August 29	Topic: Introduction to the course.
2	R August 31	Presentation by the College Librarian Diane Kolosionek
3	T September 5	<p>Topic: Principles of Research and Evaluation.</p> <p>Required Readings: <i>Bryman:</i> Chapters 1, 2 <i>Johnson:</i> Chapter 1 Bingham, R.D., & Felbinger, C.L. (2002). Evaluation in practice: A methodological approach. New York: Seven Bridges Press. Chapter 1. (Blackboard)</p>
4	R September 7	Presentation by the Director of Writing Center Dr. Mary McDonald
5	T September 12	<p>Topic: Problem definition and research questions. Introduction to the papers.</p> <p>Required Readings: <i>Bryman:</i> Chapter 4 <i>Johnson:</i> Chapter 3</p>
6	R September 14	<p>Topic: Literature Review.</p> <p>Required Readings: <i>Bryman:</i> Chapter 5 Assignment Due: Problem statement</p>
7	T September 19	<p>Topic: Literature Review. Ethics in Research.</p> <p>Required Readings: <i>Bryman:</i> Chapters 5 and 6 Assignment due: Initial Literature Review (ungraded)</p>
8	R September 21	<p>Topic: Ethics in Research.</p> <p>Required Readings: <i>Bryman:</i> Chapter 6 Nathan, R.P. (2005). The ethics of federal social program evaluation. Journal of Policy Analysis and Management, 24 (4), 823-824. (<i>Pirog</i>, p. 491) Blustein, J. (2005). Toward a more public discussion of the ethics of federal social program evaluation. Journal of Policy Analysis and Management, 24 (4), 824-846. (<i>Pirog</i>, pp. 492-512) Barnow, B.S. (2005). The ethics of federal social program evaluation: A response to Jan Blustein. Journal of Policy Analysis and Management, 24 (4), 846-848. (<i>Pirog</i>, p. 513) Rolston, H. (2005). To learn or not to learn. Journal of Policy Analysis and Management, 24 (4), 848-849. (<i>Pirog</i> pp. 514-515)</p>

		<p>Schochet, P.Z. (2005). Comments on Dr. Blustein's paper, Toward a more public discussion of the ethics of federal social program evaluation. <i>Journal of Policy Analysis and Management</i>, 24 (4), 849-850. (<i>Pirog</i> p. 516)</p> <p>Blustein, J. (2005). Jan Blustein's Response. <i>Journal of Policy Analysis and Management</i>, 24 (4), 851-852. (<i>Pirog</i> pp. 517-518) Supplemental Recommended Readings:</p> <p>Curry, D. (2001, September 7). Court condemns Hopkins-approved study that exposed children to lead dust. <i>The Chronicle of Higher Education</i>, p. A32. (Blackboard)</p> <p>Kahn, J.P., & Mastroianni, A. (2002, February 15). Doing research well by doing right. <i>The Chronicle of Higher Education</i>, p. B24. (Blackboard)</p> <p>Brody, W.R. (2002, March 15). Research on children and lead [Letter to the editor]. <i>The Chronicle of Higher Education</i>, p. B18. (Blackboard)</p> <p>CSU presentation on Research Ethics and Human Subjects. Available online at: http://academic.csuohio.edu/duffy_s/Section_04.pdf</p>
9	T September 26	<p>Topic: The nature of quantitative research. Measurement</p> <p>Required Readings:</p> <p><i>Bryman</i>: Chapters 3, 7</p> <p><i>Johnson</i>: Chapter 2 (pp. 16 - 23), chapter 4</p> <p>Bingham, R.D., & Felbinger, C.L. (2002). <i>Evaluation in practice: A methodological approach</i>. New York: Seven Bridges Press. Chapters 2-3. (Blackboard)</p> <p>Supplemental Recommended Readings (advanced):</p> <p>Cook, T.D., & Campbell, D.T. (1979). <i>Quasi-experimentation: Design and analysis issues for field settings</i>. Boston: Houghton Mifflin Co. Chapter 1. (Blackboard)</p> <p>Assignment due: Literature Review</p>
10	R September 28	<p>Topic: Measurement and Statistical Conclusion Validity</p> <p>Guest speaker: Obed Pasha</p> <p>Required Readings:</p> <p><i>Bryman</i>: Chapters 3,7</p> <p><i>Johnson</i>: Chapter 5</p> <p>Bingham, R.D., & Felbinger, C.L. (2002). <i>Evaluation in practice: A methodological approach</i>. New York: Seven Bridges Press. Chapters 2-3. (Blackboard)</p> <p>Supplemental Recommended Readings (advanced):</p> <p>Cook, T.D., & Campbell, D.T. (1979). <i>Quasi-experimentation: Design and analysis issues for field settings</i>. Boston: Houghton Mifflin Co. Chapter 2. (Blackboard)</p>

11	T October 3	<p>Topic: Internal and External Validity</p> <p>Required Readings: <i>Bryman:</i> Chapters 3,7 <i>Johnson:</i> Chapter 5 Bingham, R.D., & Felbinger, C.L. (2002). Evaluation in practice: A methodological approach. New York: Seven Bridges Press. Chapters 2-3. (Blackboard)</p> <p>Supplemental Recommended Readings (advanced): Cook, T.D., & Campbell, D.T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Boston: Houghton Mifflin Co. Chapter 2. (Blackboard)</p>
12	R October 5	<p>Topic: Causal Inference</p> <p>Guest lecturer our TA Alissa Glenn</p> <p>Required Readings: <i>Bryman:</i> Chapters 3,7 Bingham, R.D., & Felbinger, C.L. (2002). Evaluation in practice: A methodological approach. New York: Seven Bridges Press. Chapters 2-3. (Blackboard)</p> <p>Supplemental Recommended Readings (advanced): Cook, T.D., & Campbell, D.T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Boston: Houghton Mifflin Co. Chapter 2. (Blackboard)</p>
13	T October 10	<p><i>Columbus Day – No classes</i></p>
14	R October 12	<p>Topic: Research Designs</p> <p>Required Readings: <i>Bryman:</i> Chapters 3, 7 <i>Johnson:</i> Chapter 5 Schlotter, Martin, Guido Schwerdt, and Ludger Woessmann. "Econometric methods for causal evaluation of education policies and practices: a non-technical guide." <i>Education Economics</i> 19, no. 2 (2011): 109-137. (Pages 109-117 only) Nathan, R.P., & Hollister, R.G. (2008). Point/Counterpoint: The role of random assignment in social policy research. <i>Journal of Policy Analysis and Management</i>, 27 (2) 2008, 401-415. (<i>Pirog</i> pp. 15-36) Pirog, M.A. (Ed.). (2009). The role of random assignment in social policy research. <i>Journal of Policy Analysis and Management</i>, 28 (1), 164-181. (Blackboard)</p>

15	T October 17	<p>Topic: Research Designs</p> <p>Required Readings:</p> <p><i>Bryman:</i> Chapters 3, 7</p> <p><i>Johnson:</i> Chapter 5</p> <p>Schlotter, Martin, Guido Schwerdt, and Ludger Woessmann. "Econometric methods for causal evaluation of education policies and practices: a non-technical guide." <i>Education Economics</i> 19, no. 2 (2011): 109-137. (Pages 109-117 only)</p> <p>Nathan, R.P., & Hollister, R.G. (2008). Point/Counterpoint: The role of random assignment in social policy research. <i>Journal of Policy Analysis and Management</i>, 27 (2) 2008, 401-415. (<i>Pirog</i> pp. 15-36)</p> <p>Pirog, M.A. (Ed.). (2009). The role of random assignment in social policy research. <i>Journal of Policy Analysis and Management</i>, 28 (1), 164-181. (Blackboard)</p>
16	R October 19	<p>Topic: Research Designs</p> <p>Required Readings:</p> <p><i>Bryman:</i> Chapters 3, 7</p> <p><i>Johnson:</i> Chapter 5</p> <p>Schlotter, Martin, Guido Schwerdt, and Ludger Woessmann. "Econometric methods for causal evaluation of education policies and practices: a non-technical guide." <i>Education Economics</i> 19, no. 2 (2011): 109-137. (Pages 109-117 only)</p> <p>Nathan, R.P., & Hollister, R.G. (2008). Point/Counterpoint: The role of random assignment in social policy research. <i>Journal of Policy Analysis and Management</i>, 27 (2) 2008, 401-415. (<i>Pirog</i> pp. 15-36)</p> <p>Pirog, M.A. (Ed.). (2009). The role of random assignment in social policy research. <i>Journal of Policy Analysis and Management</i>, 28 (1), 164-181. (Blackboard)</p> <p>NBER. A summary overview of Moving to Opportunity: A random assignment housing mobility study in five U.S. cities. Available online at: http://www.nber.org/mtopublic/MTO%20Overview%20Summary.pdf</p>
17	T October 24	MIDTERM EXAM
18	R October 26	<p>Topic: Sampling</p> <p>Required Readings: <i>Bryman:</i> Chapter 8</p> <p><i>Johnson:</i> Chapter 10</p>

19	T October 31	<p>Topic: Sampling</p> <p>Required Readings: <i>Bryman:</i> Chapter 8 <i>Johnson:</i> Chapter 5</p> <p>Campbell, D. E., West, M. R. and Peterson, P. E. (2005), Participation in a national, means-tested school voucher program. <i>Journal of Policy Analysis and Management</i>, 24 (3): 523–541. (Blackboard)</p> <p>Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. <i>Journal of Policy Analysis and Management</i>, 27(1), 122-154. (Blackboard)</p>
20	R November 2	<p>Topic: Sampling</p> <p>Required Readings: <i>Bryman:</i> Chapter 8 <i>Johnson:</i> Chapter 5</p> <p>TEACHING PRESENTATIONS</p> <p>Topic: Interviewing. Questionnaires. Observations. Surveys.</p> <p>Required Readings: <i>Bryman:</i> Chapters 9 – 12 <i>Johnson:</i> Chapter 9</p> <p>Langbein, L.I., & Felbinger, C.L. (2006). <i>Public program evaluation: A statistical guide</i>. London: M.E. Sharpe. Chapter 8. (Blackboard)</p> <p>Fowler Jr., F.J., & Cosenza, C. (2008). Writing effective questions. In E.D. de Leeuw, J.J. Hox, & D.A. Dillman (Eds.), <i>International Handbook of Survey Methodology</i>. (pp. 136-160). Lawrence Erlbaum. (Blackboard)</p>
21	T November 7	<p>TEACHING PRESENTATIONS</p> <p>Topic: Content analysis. Secondary data analysis. Quantitative data analysis.</p> <p>Required Readings: <i>Bryman:</i> Chapters 13 – 15 <i>Johnson:</i> Chapter 6</p> <p>Assignment due: Evaluation Critique</p>
22	R November 9	<p>TEACHING PRESENTATIONS</p> <p>Topic: The nature of qualitative research. Ethnographic research. Interviewing.</p> <p>Required Readings: <i>Bryman:</i> Chapters 17 - 20 <i>Johnson:</i> Chapter 11</p> <p>Salo, M.T., & Campanelli, P.C. (1991). Ethnographic methods in the development of census procedures for enumerating the homeless. <i>Urban Anthropology</i>, 20 (2), 127-140.</p>

23	T November 14	<p>TEACHING PRESENTATIONS</p> <p>Topic: Qualitative (e.g., observational, focus group, and ethnographic) data; Qualitative data vs. Quantitative data;</p> <p>Required Readings: <i>Bryman</i>: Chapters 21 – 27 <i>Johnson</i>: Chapters 7 - 8</p> <p>Greiner, J.M. (2004). Trained observer ratings. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), <i>Handbook of practical program evaluation</i>. (pp. 211-256). San Francisco, CA: Jossey-Bass. (Blackboard)</p> <p>Krueger, R.A., & Casey, M.A. (1994). <i>Focus groups: A practical guide for applied research</i> (3rd ed.). Thousand Oaks, CA: Sage Publications. Chapter 2. (Blackboard)</p> <p>Hatry, H.P. (2004). Using agency records. In J.S. Wholey, H.P. Hatry, & K.E. Newcomer (Eds.), <i>Handbook of practical program evaluation</i>. (pp. 396-411). San Francisco, CA: Jossey-Bass. (Blackboard)</p>
24	R November 16	FINAL EXAM (Comprehensive)
25	T November 21	Assignment due: Research Proposal presentations
26	R November 23	<i>Thanksgiving</i> - no classes
27	T November 28	Assignment due: Research Proposal presentations
28	R November 30	Assignment due: Research Proposal presentations
29	T December 5	Assignment due: Research Proposal presentations
30	R December 7	Assignment due: Research Proposal presentations
	T December 12	Assignment due: Final Project due