



UNM

SCHOOL of PUBLIC  
ADMINISTRATION

**PADM 595: Research Methods I – Data Collection (3 credit hours)  
Fall Semester 2018**

**Instructor:** Stephanie L. Smith, Ph.D.

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**Office:** Social Sciences Building 3008

**Office hours:** Tuesdays, 12:30-2:30 PM; other appointment times available by request

**Class:** Thursdays, 7-9:30, Dane Smith Hall 134

**Course Description**

This course presents basic concepts and methods in public administration research. It surveys data collection and analysis techniques consistent with quantitative, qualitative and mixed-methods research traditions.

This class is about more than data collection. It is about foundations for data collection and analysis, with emphasis on early stages of the research process. This course is geared toward developing the ability to understand and produce generalizable research, but recognizes that most MPA students will be interested in methods covered for application to their organizational settings. We will discuss implications of methods for systematic research that is generalizable to larger populations and research with more limited but no less important applications. Students should come to class prepared to apply concepts they have read about at home in the classroom. They are expected to be active as opposed to passive participants in the learning experience.

**Course Objectives**

This course is designed to develop the abilities of students to:

- a) Propose appropriate public administration and policy research questions
- b) Ground research questions in relevant theory and research, as demonstrated in well developed literature reviews and syntheses
- c) Evaluate research design quality
- d) Design ethical research to meet practical objectives

**MPA Student Learning Outcomes**

At the conclusion of this course students will be able to:

- a) Locate and evaluate existing public administration research, such as that published in peer-reviewed journals and by other reputable sources
- b) Apply appropriate ethical standards to research
- c) Demonstrate knowledge of the strengths and limitations of different research methods
- d) Demonstrate excellent written and verbal communication ability

## Grading

Category	Percent	Relationship of assignment to Course Objectives	Relationship of assignment to Student Learning Outcomes
Attendance & participation	15	All	All
Discussion posts	10	All	All
CITI training certificate	5	D	B
Qualitative analysis	20	A, C, D	C, D
Literature review	20	A, B	A, C, D
Survey	20	A, C, D	B, C, D
Final exam	10	C, D	B, C
<b>Total</b>	<b>100</b>		

Final grade scale: A+ (97-100), A (93-96.99), A- (90-92.99), B+ (87-89.99), B (83-86.99), B- (80-82.99), C+ (77-79.99), C (73-76.99), C- (70-72.99), D+ (67-69.99), D (63-66.99), D- (60-62.99), F (0-59.99)

*Assignments will be penalized a third of a grade for each day they are late.* For example, one day late reduces from A to A-; two days late from A to B+; and so on. Penalties will not be applied in cases of medical and family emergencies, but cases of poor planning will not be excused.

## Readings

### *Required textbooks*

Remler, Dahlia K., and Van Ryzin, Gregg G. 2015. *Research Methods in Practice: Strategies for Description and Causation*. Second Edition. Los Angeles: SAGE.

- Obtain from the UNM Bookstore or an online retailer.

Dillman, Smyth and Christian. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method, 4<sup>th</sup> Edition*.

- See UNM Libraries for the e-book (free access for students). Hard copies are available from online retailers to suit individual preferences.

Other supporting course materials, including readings and handouts, will be posted on the UNM Learn site for the course or accessible through UNM Libraries.

## Attendance Policy

Regular and punctual attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

This course relies heavily upon the participation of everyone involved. The instructor will present some material, but learning occurs primarily through active engagement with topics, including discussion of concepts and analysis of materials in cooperation with peers. For this

reason, your attendance and active participation is expected at all class sessions. **Each class meeting will begin promptly at the scheduled time.**

In order to encourage full participation and reward those that make strong contributions to the quality of the learning environment in the course, class participation forms a substantial portion of the grade. A grade of “A” on class participation may be earned by attending all class sessions in their entirety, interacting constructively and politely with classmates, and consistently contributing to class discussions, online discussions and other activities in a way that demonstrates thoughtful consideration of the readings and assignments, particularly by offering interpretation and analysis.

Participation grades will be negatively affected by missing more than one class session, interacting negatively or impolitely with classmates, being disengaged during class, returning late from breaks, lacking participation in class or online discussions, coming to class late or without having read and considered course readings. Please notify the instructor of medical or family emergencies in a timely fashion so that these will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

### **Accommodation Statement**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

### **Academic Integrity**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

## Cell Phones and Technology

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

## Library and Tutorial Services

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For undergraduate tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services. Graduate students should consult the Graduate Resource Center for support services: <https://unmgrc.unm.edu/index.php>.

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## Assignments

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### *Discussion posts*

- Due by 1 PM on Wednesdays (the day before the relevant class meeting)
  - Complete 5 of 6 posts due on these dates: 8/30, 9/6, 9/13, 9/27, 10/4, 10/18
  - The post that is due on 10/25 is required

This assignment is designed to provide structure and discipline to your interactions with readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. You will get more out of readings if you formally reflect on the core message(s) of each reading than you will if you do not. **Students must complete 6 of the 7 posts assigned to satisfy course requirements** (see weekly schedule of activities later in the syllabus for dates and topics).

1. Identify your topic in the subject line and clearly identify the assigned readings you are responding to in the post. If referencing a specific section, include page numbers. Always cite page numbers when quoting a reading.
2. See specific content instructions in the Schedule of Activities section of this syllabus.
3. Create a thread responding to the relevant forum (corresponding to class meeting themes) in the Discussion Board section of UNM Learn by 1 PM on Wednesdays (the day before the relevant class meeting) so that classmates and/or the instructor may address them through online discussion or during class. Draft responses in a word processing program and copy/paste into the discussion. Do not attach documents with your comments.

Discussion posts will earn a grade of full credit (for posts that meet all requirements; 2 points), partial credit (for posts that meet some but not all of the requirements, including late posts made before the class meeting begins), or no credit (0 points for posts not submitted prior to the corresponding class meeting). Keep track of these carefully as your participation in online discussions contributes to the final course evaluation. Please note that you are also encouraged to post constructive comments and questions in response to your classmates' discussion posts.

The instructor will use discussion posts to assess knowledge and to identify points for clarification during class meetings. The instructor will not typically offer individual feedback on posts except in the event that a post does not meet requirements for full credit.

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### ***Qualitative Analysis of Local Government Priorities Assignment***

- Due by 9 AM on 10/1 to UNM Learn Assignments

Local newspapers cover many issues that are important to the public and the governments that serve the public. This assignment gives you the opportunity to conduct a thematic analysis of city government priorities as indicated by news coverage, which is a widely used source of secondary data. Obtain coverage from a daily local newspaper, such as the *Albuquerque Journal* (available through UNM Libraries), for September 7-9, 2018. Read all articles featuring coverage of a city government's actions, events, perspectives, etc. This assignment is divided into four parts, all of which are due at the same time and each of which should be clearly labeled in your submission.

**Part 1: For each article**, document the general theme (including but not limited to crime, parks & recreation, economic development, transportation, health, education). Count how many articles address each theme and present this in a basic table with themes listed in row headings and counts listed in a column.

**Part 2: Select three articles to analyze in greater depth.** For each of these three articles (any theme and day), document the following in outline form or in a table:

1. The reference information, including author(s), title, date published, section and page number, publication and link to the online article.
2. The general theme (see above)
3. The specific issue (such as funding for the ABQ Biopark)
4. Does the article portray the theme/issue as a government priority or something that is neglected?
5. Upon what evidence from the article is your assessment of priority versus neglect based? Explain your answer.

**Part 3: Write one to two fully developed paragraphs** on what you glean about the city government's priorities based on your in-depth analysis of three articles and overview of three days worth of articles. Your assessment should rely only upon these sources and not your general or specialized knowledge of the issues.

**Part 4: Write one to two fully developed paragraphs** assessing the strengths and limitations of evaluating government priorities on the basis your analysis of a selection of newspaper articles.

The assignment will be evaluated on the extent to which requirements described above are fulfilled for each part of the assignment and clear writing. Papers that are strongly supported with evidence (particularly Steps 2-4) and feature some analytical depth (particularly Steps 3 and 4) will earn higher marks than those that provide little support for points and lack analytical depth.

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### ***Literature Review Assignment***

- Due by 9 AM on 10/15 to UNM Learn Assignments

Select one of the following sets of questions to guide your literature review:

1. What factors facilitate inter-organizational collaboration? What factors thwart inter-organizational collaboration?
2. What factors foster innovation in government organizations? What factors restrict innovation in government organizations?
3. What forms of government transparency increase citizen satisfaction? What forms of transparency are less than satisfying?
4. What factors motivate charitable giving? What factors demotivate charitable giving?
5. What factors motivate individuals to volunteer? What factors demotivate volunteerism?

Collect a set of 8-10 relevant research articles published since 2000 and write a 9 to 11 page (double-spaced) review of this literature that organizes and evaluates the studies by factor/variable.

Literature review paper components:

1. Introduction. Introduce the research questions and define the key analytical construct (e.g. inter-organizational collaboration, innovation in government organizations, etc.) in one or two paragraphs. Write one or two sentences justifying the inquiry (i.e. why is this an important topic to study?). Briefly introduce the factors you will be reviewing (guideline: 2-3 paragraphs)
2. Literature review (guideline: 1-2 paragraphs per factor)
  - a. Identify at least four factors/variables. Use each as a subheading to organize your writing.
  - b. Write one or two paragraphs on each of the four factors/variables selected and its effects. Refer to findings and conclusions of the research articles you are consulting, including the context for studies.
  - c. The discussion of each factor/variable should be supported by at least two sources. Papers featuring a nuanced discussion of factors and supported by more than two articles will earn higher marks than those that identify variables but do not explain how they are likely to work or the basis for our understanding of them.
3. Summarize main findings and identify gaps or inconsistencies in the research reviewed (guideline: 1-2 paragraphs)
4. Include a full list of references (at least 8-10) formatted in APA style (6<sup>th</sup> edition) at the end (not included in page count).

The assignment will be evaluated on the extent to which requirements described above are fulfilled and clear writing. Paragraphs should be written in a readily accessible narrative style (see research articles assigned for this class and journals like *Public Administration Review* and *Nonprofit and Voluntary Sector Quarterly* for examples). Avoid jargon and outlining. Papers that feature a nuanced discussion of factors and are clearly supported by research findings will earn higher marks than those that stay on the surface and provide little support for points. Use APA

style (6<sup>th</sup> edition) and cite all sources at the end of the pertinent sentence (not at the end of paragraphs).

*NOTES:*

- If you undertake this assignment as part of a pair, send 1-2 paragraphs or a series of bullet points outlining the contributions of each group member (yourself included) to the instructor via UNM Learn messages by the assignment's due date. Address contributions of each group member in terms of research, conducting the analysis and writing the paper. This feedback will be considered in evaluation of the assignment and participation grades for the course.
- Your literature review will form the basis for the survey assignment later in the semester.

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***CITI human subjects research training***

- Due by 7:00 PM on October 25<sup>th</sup>. Submit your CITI Certificate of Completion in the Assignments section of UNM Learn.

Toward fulfillment of course objectives and achievement of student learning outcomes regarding ethical research training and conduct, follow the instructions for Main Campus Researchers on training at the UNM IRB website: <http://irb.unm.edu/training>. The CITI training course takes about 4 hours to complete. You will read about past and current ethical violations in the history of human subjects research, as well as learn about key components of and considerations in the ethical conduct of research. You will take a series of short quizzes to test your knowledge. You must complete this training prior to administering a survey you will design for this course to your classmates and potentially also to friends and family members. If you have completed the CITI training or the National Institutes of Health human subjects research training course in the past three years, you may submit your certification in fulfillment of this requirement. Please consult with the instructor if you have any questions about this assignment.

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***Survey assignment***

- Part 1 (intro and draft questions) due by 1 PM on Wednesday, 10/24, to the relevant UNM Learn Online Discussion. Bring a copy to class with you for discussion.
- Part 2 survey due by noon on November 1<sup>st</sup> to UNM Learn Assignments
- Part 3 due by 9 AM on November 26<sup>th</sup> to UNM Learn Assignments

Surveys are often used to provide insights to core public and nonprofit administration issues. This assignment builds on what you learned on the topic of your literature review. In this exercise, you will **administer 5 surveys** to classmates, friends or family members, gain feedback and reflect on your survey's design. This assignment is divided into three parts, all of which are due on different dates (see above) and each of which should be clearly labeled in your submissions.

**Part 1. Draft an introduction and survey.**

1. Use the topic of your literature review to develop a clear objective for your survey (e.g., to learn how public service motivation is related to employment sector). Use this to write a

brief introduction to your survey, including statements about the purpose of the survey and confidentiality.

2. Design a brief 5- to 7-item survey that speaks to your research purpose and respects the rights of research participants (i.e., don't ask sensitive or impertinent questions). Surveys should take a respondent no more than 10 minutes to complete. Follow guidance from the main required textbook on "Crafting a Questionnaire" (pp. 224-232) and also from Dillman, Smyth & Christian, pp. 109-113, in drafting and refining your questions.
  - a. Include at least two different forms of closed-ended questions.
  - b. Include two open-ended questions.
3. Each survey should include two additional items for feedback at the end:
  - a. One closed-ended question on survey experience (e.g. Please rate your survey experience on a scale of 1-5 with 5 being most and 1 being least pleasant). You are not limited to the example provided.
  - b. One open-ended question on survey format or content, especially suggestions on how to improve the survey.
4. Copy/paste your introduction and survey into the "Survey Assignment Step 1" Discussion Post string by 1 PM on 10/24. Bring a copy to class with you for discussion.
5. Read and offer constructive feedback, such as suggesting a different format for or re-wording questions, on at least two classmates' draft surveys prior to the class meeting on 10/25.

**Part 2. Administer the survey & acquire feedback.** Make revisions to your draft survey after the class meeting on 10/25 and submit the survey you want to administer to UNM Learn Assignments by noon on 11/1. All surveys will be posted in the Home section of UNM Learn before the class meeting on 11/1 so that distance students can access them. Main campus students should bring 5 copies of their survey to class on 11/1. Be prepared to distribute your survey and fill out and offer feedback on your classmates' surveys during the class meeting on 11/1. Distance and main campus students who are filling out each other's surveys will need to submit completed surveys electronically. Please use Messages in UNM Learn to do so.

### **Part 3. Address steps in the survey research process, reflect and revise.**

*Steps in the survey research process.* Respond to the following questions as if you planned to administer this survey for formal research purposes (as opposed to a class exercise):

1. Should you administer a survey? List and respond to each question below in a few sentences. See the main required textbook, pages 211-213.
  - i. Do you know enough about the topic? Reflect briefly on your yes/no response.
  - ii. Does the information exist already in another source? Where does it exist?
  - iii. Can people tell you what you want to know? Which people?
  - iv. Will people provide truthful answers? Explain your answer.
  - v. Should you do a survey? Summarize your answer.
2. Who would comprise your target population if you were to administer this survey? Define the population and explain why you are selecting this particular population (one paragraph response, see required textbook, p. 213).

3. What is the ideal mode of data collection for this survey? Explain your answer (one paragraph). See the required textbook, pages 215-223 and Dillman et al., Ch. 4, pp. 98-106.

*Reflect.* Write two to three fully developed paragraphs reflecting on your survey design and administration experience. Did you obtain useful data? What would you do differently if you were to pursue this exercise for real-life formal research purposes? Other things to consider: background research, ethics, question design, feedback from survey participants and other practical matters.

*Revise.* Revise at least two of your original survey questions as if you were planning to administer this survey for formal research purposes. Include the original text and revisions. Explain the reasoning behind your revisions to each question (about one paragraph on each question revised).

Submit the items from Part 3 in a double-spaced Word document. Clearly label each section and sub-section of the assignment.

This assignment will be evaluated on the extent to which requirements described above are fulfilled for each part of the assignment and clear writing.

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### ***Final Exam***

See the Schedule of Activities for finals week. Details to be provided later in the semester.

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## **Schedule of Activities**

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### **Week 1 (8/23): Introduction to Scientific Inquiry**

#### Readings

- *Research Methods in Practice* (required textbook), Chapter 1
- Bhattacharjee (2012) *Social Science Research*, Chapter 1

#### In class

- Course introduction, including review of syllabus & academic integrity, course structure, grading and communications
- Interactive discussion about what research is and how it matters, identifying several important topics for public administration research

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## Week 2 (8/30): Research Questions & Theory

### Readings

- Week 1 readings if not done for the first class meeting
- *Research Methods in Practice*, Chapter 2
- Bhattacharjee (2012) *Social Science Research*, Chapters 2-4
- APS (April 2018) National recognition for APS music education (1 page)

### Assignment due

Discussion post: Use the readings for this week to write a response to the question, “Do MPA students need to understand research? Why or why not?” Post your response to the class discussion board by 1 PM the day before the class meeting (Wednesday) and bring it to class for discussion.

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## Week 3 (9/6): Situating Research in Theory and the Existing Knowledge Base

### Readings

- *Research Methods in Practice*, Chapter 17 (pp. 528-540 first paragraph: addresses searching for literature and how to write a literature review)
- Ritz, Brewer & Neumann (2016) Public service motivation: a systematic literature review and outlook. *Public Administration Review* 76(3): 414-426.
- Read the introduction and literature review sections (up to the methodology sections) of the following two articles:
  - Moynihan & Pandey (2007) The role of organizations in fostering public service motivation. *Public Administration Review* 67(1): 40-53.
  - Smith & Grove (2017) Bittersweet and paradoxical: disaster response volunteering with the American Red Cross. *Nonprofit Management & Leadership* 27(3): 353-369.
- Review requirements for the *Literature Review Assignment*. The assignment will be discussed and first steps initiated during the class meeting as time permits.

### Assignment due

Discussion post: Post to the discussion board by 1 PM the day before the class meeting and bring your written responses to the following questions to class. Your responses need not be formal – notes, outlines and/or tables may be used.

- a. Name at least one potential causal relationship identified in the reviews of previous research and theory (e.g. the literature review sections) presented in the article by Moynihan and Pandey (2007) OR Smith and Grove (2017). Choose one article to answer the question.
- b. What differences in purpose and methodological approach do you observe in the treatment of public service motivation by Moynihan and Pandey (2007) and that by Ritz, Brewer and Neumann (2016)?

## Week 4 (9/13): Introduction to Qualitative Research

### Readings

- O'Leary, Z. (2014) Understanding methodologies: Quantitative, Qualitative and Mixed Approaches (Chapter 8 in *The Essential Guide to Doing Your Research Project, 2<sup>nd</sup> Edition*, pp. 120-155)
- *Research Methods in Practice*, Chapter 3
- Smith & Grove (2017) Bittersweet and paradoxical: disaster response volunteering with the American Red Cross. *Nonprofit Management & Leadership* 27(3): 353-369. (part assigned last week - read all for this week)
- Review requirements for the *Qualitative Analysis of Local Government Priorities Assignment*. The assignment will be discussed and first steps initiated during the class meeting as time permits.

### Assignment due

Discussion post: Note your observations on how Smith and Grove (2017) collected, coded and analyzed their data. How can you apply what you learn from this study to the *Qualitative Analysis of Local Government Priorities Assignment*? Post your response to the class discussion board by 1 PM the day before the class meeting (Wednesday) and bring it to class for discussion.

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## Week 5 (9/20): Qualitative Research and Human Subjects

### Readings

- *Research Methods in Practice*, pp. 517-525 on research ethics (in Chapter 16)
- FHI (2005) *Qualitative Research Methods: A Data Collectors Field Guide* (pages 1-91). Access through UNM Learn or at <https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf>

### Prepare for class

Use the readings and CITI training to prepare to discuss the ethics of human subjects research, participate in a focus group, interview your classmates (topic and protocol to be provided by the instructor) and reflect critically on each of these topics.

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## Week 6 (9/27): Measurement & Sampling

### Readings

- *Research Methods in Practice*, Chapters 4 and 5

### Assignment due

Discussion post: Use the article by Moynihan and Pandey (2007) to respond to a subset of the questions below. If your last name starts with A-H answer Questions 1 & 2, I-P answer Questions 3 & 4, and Q-Z answer Questions 5-7. Post to online discussion by 1 PM the day before the class meeting and bring your written responses to class.

Your responses need not be formal – notes, outlines and/or tables may be used. You will work with your colleagues during class to further develop your understanding of the concepts addressed by these questions. Be prepared – don't leave your colleagues in the lurch.

1. Define the core construct (e.g. public service motivation, satisfaction, collaboration, innovation)?
2. How is the construct measured? How is the measure operationalized? What (if any) instruments are used to carry out measurement of the construct? How many items or indicators does the measure involve?
3. If a measure is used, does it capture the dimensions and variation of the construct (content validity)? Explain your answer.
4. How else could you measure the construct? What other indicators would you use to observe and measure the construct?
5. Can the study's findings be generalized? If so, to what populations or contexts? What factors make the study more or less generalizable?
6. Describe the sampling approach used in the study. Does the study use probability or nonprobability sampling? Why do you think the researchers used a particular sampling approach?
7. What sampling problems do the authors identify? In other words, what limitations does the study have due to its sample?

Upcoming due dates:

- *Qualitative Analysis Assignment* due by 9 AM on Monday, October 1<sup>st</sup>, to Assignments in UNM Learn

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## Week 7 (10/4): Secondary Data

### Readings

- *Research Methods in Practice*, Chapter 6

### Assignment due

Discussion post: Post to the discussion board by 1 PM the day before the class meeting and bring your written responses to the following questions to class.

1. Take the topic you are using for the literature review assignment and *identify at least two sources of secondary data* that might be used to inform research on the topic. Consider potential sources of quantitative and qualitative data.
2. What can you learn from each source of secondary data? Be as specific as possible.

3. What are the limitations of each source of data for informing research on the topic?
  4. Think about (no writing required) this question: How might you use each source in a systematic research project? What research question(s) can you answer with each source?
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### Week 8 (10/11): UNM Fall Break

- No class meeting
  - *Reminder: Literature Review Assignment* due by 9 AM on Monday, October 15<sup>th</sup>, to UNM Learn Assignments
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### Week 9 (10/18): Surveys

#### Readings

- Dillman, Smyth & Christian (2014), Chapter 1. Access e-book through UNM Libraries.
- *Research Methods in Practice*, Chapter 7
- Revisit Moynihan & Pandey (2007) The role of organizations in fostering public service motivation (originally assigned for Week 3). Pay close attention to the formulation of the hypotheses they investigate and the survey questions they use to measure public service motivation and other key variables (see Appendix 2 on specific measures [last page]).
- Read the Fast Facts and Highlights for the following 2017 GAO report: *Managing for Results: Further Progress Made in Implementing the GPRA Modernization Act, but Additional Actions Needed to Address Pressing Governance Challenges* at <https://www.gao.gov/products/GAO-17-775>
  - Review some of the questions and responses in Section 2a:  
<https://www.gao.gov/special.pubs/gao-17-776sp/resultsall.htm>
- Review requirements for the *Survey Assignment*. The assignment will be discussed and first steps initiated during the class meeting as time permits.

#### Assignment due

Discussion post: Post to the discussion board by 1 PM the day before the class meeting and bring your written responses to the following questions to class. Answer with respect to the types of questions (focus on format) Moynihan and Pandey (2007) *or* the GAO used.

- a. What do the survey responses tell us about the topic?
  - b. Develop an example of another type of question you would want to ask in a survey on the topic.
  - c. What are the strengths and limitations of the type of question you developed?
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## **Week 10 (10/25): Crafting Surveys**

### Readings

- Dillman, Smyth & Christian (2014), Chapters 2, 4 and 5. Access e-book through UNM Libraries.

### Assignments due

Discussion post: *This post is required.* Post to the discussion board by 1 PM the day before the class meeting and bring a copy to class. Write a draft introduction and survey (Part 1 in the Survey Assignment instructions). If you lose the formatting of your question when you post them to the discussion board, send the questions in an attachment to Dr. Smith through UNM Learn Messages. We will work with your draft survey questions during the class meeting in preparation for administering the survey during next week's class meeting.

*CITI training completion certificate* due to the Assignments section of UNM Learn by 7:00 PM on October 25<sup>th</sup> (prior to the class meeting).

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## **Week 11 (11/1): Administering Surveys**

### Assignment due

Complete Steps 1 and 2 in the *Survey Assignment*. Revise your survey from last week. You will administer your survey during this class meeting. Submit in the Assignments section of UNM Learn and bring copies as detailed in assignment instructions.

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## **Week 12 (11/8): Description & Causation**

### Readings

- *Research Methods in Practice*, Chapters 8, 10 (pp. 312-315 only) and 11
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## **Week 13 (11/15): Observational Studies & Control Variables**

### Readings

- *Research Methods in Practice*, Chapter 12

### Guest lecture

Dr. Agustín León-Moreta. Please find Dr. León-Moreta's bio, research and teaching interests on the SPA website at: <https://spa.unm.edu/people/leonmoreta-page.html>

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## **Week 14: (11/22): Thanksgiving Break**

- No class meeting
  - *Survey Assignment* due by 9 AM on November 26<sup>th</sup> to UNM Learn Assignments
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## **Week 15: (11/29): Experiments**

### Readings

- *Research Methods in Practice*, Chapters 14 (all) and 15 (pp. 466-475, 492-494)
  - Ludwig et al. 2011. "Neighborhoods, Obesity, and Diabetes-A Randomized Social Experiment." *The New England Journal of Medicine*, 365: 1509-1519.
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## **Week 16 (12/6): Political, Ethical & Practical Issues in Research**

### Readings

- *Research Methods in Practice*, Chapter 16 (pp. 502-516)

### In class

- Course wrap-up, including lecture on practical aspects of the research process
  - Discuss final exam
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## **Week 17 (12/13): Finals Week**

The final will be given as a take-home exam that covers key terms and concepts from throughout the course. The instructor will provide further information on the exam and dates it will be available as the time approaches. This class will not meet during the scheduled final exam period on December 13<sup>th</sup> unless a make-up class is required. Please hold the time open until further notice.

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*\*The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing through UNM Learn Announcements.*