



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM-GP 4501.001

Data Collection for Evaluation, Policy, and Management

Fall 2024

Instructor Information

- Professor Rachel Swaner (email: RLS200@nyu.edu)
- Office Hours: by appointment

Course Information

- Dates: 10/28/2024 - 12/9/2024
- Day and Time: Mondays 4:55pm - 6:35pm
- Location: 70 Washington Sq S (Bobst) Room LL141

Course Description

Research is an important part of the policy process: it can inform the development of programs and policies so they are responsive to community needs and leveraging community strengths, reveal the impacts of these programs and policies, and help us better understand populations or social phenomena. This half-semester course serves as an introduction to how to ethically collect data for smaller research projects, with an in-depth look at focus groups and surveys as data collection tools. Students will create their own focus group protocol and short survey instrument designed to answer a research question of interest to them.

Course and Learning Objectives

Course objectives include:

- 1) Becoming familiar with different types of data collection;
- 2) Developing the ability to formulate clear research questions;
- 3) Drafting a sample focus group protocol;
- 4) Designing a short survey; and
- 5) Understanding basic research ethics and anti-oppressive research practice.

Learning Assessment Table

Graded Assignment	Course Objective Covered
Participation	#1, #2, #5
Research Questions Memo	#2, #5
Focus Group Protocol	#1, #3, #5
Short Survey	#1, #4, #5

Course Requirements

We will be covering research topics in a community learning environment; as such, class preparation and participation by everyone are essential. Students are expected to read all texts in advance and be prepared to contribute to class discussions. There is both a speaking and listening component to participation: sharing your ideas and reflecting on/responding to the ideas of others.

Some of the readings provide rich descriptions of that week's topic; others are case studies that show how the topic has been implemented in practice; finally, some expose us to key concepts to strengthen our ability to apply anti-oppressive frameworks to our research. All readings are under Resources on NYU Brightspace.

In addition to the reading assignments and class participation, students will write one brief memo, develop a focus group protocol, and develop a short survey instrument. More detailed instructions for each assignment are posted on NYU Brightspace under Assignments.

Grading

Relative Weight of Assignments

- Class participation, 10%
- Research Questions Memo, 30%
- Focus Group Protocol, 30%
- Short Survey, 30%

Letter Grading

- | | |
|-------------------|-------------------|
| • A: 94.5+ | • B-: 78.5 - 82.4 |
| • A-: 88.5 - 94.4 | • C+: 76.5 - 78.4 |
| • B+: 85.5 - 88.4 | • C: 73.5 - 76.4 |
| • B: 82.5 - 85.4 | • C-: 68.5 - 73.4 |

Course Schedule and Readings

Class 1 (10/28/24) Research Questions; Positionality

- Russell K Schutt. 2012. The Process and Problems of Social Research. Investigating the Social World: The Process and Practice of Research, 7th Edition. Thousand Oaks: SAGE. Chapter 2, pages 25-58.
- Patrick White. 2009. Developing Research Questions: A Guide for Social Scientists. New York: Palgrave MacMillan. Chapter 2, pages 33-58.
- UCLA Library. 2021. [Positionality & Research: How our Identities Shape Inquiry](https://www.youtube.com/watch?v=fTHFud7fr8c). Available at: <https://www.youtube.com/watch?v=fTHFud7fr8c>. (2 minutes 20 seconds)
- UCLA Library. 2021. [Positionality & Research: Awareness Strategies](https://www.youtube.com/watch?v=ORrF7cKktrQ). Available at: <https://www.youtube.com/watch?v=ORrF7cKktrQ>. (1 minute 51 seconds)

Class 2 (11/4/24) Qualitative Methods

- Sue Arthur and James Nazroo. 2003. Designing Fieldwork Strategies and Materials. In *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Jane Ritchie and Jane Lewis, eds. Thousand Oaks: SAGE. Chapter 5, pages 109-137.
- Robin Legard, Jill Keegan, and Kit Ward. 2003. In-depth Interviews. In *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Jane Ritchie and Jane Lewis, eds. Thousand Oaks: SAGE. Chapter 6, pages 138-169.
- David L. Morgan. Focus Groups. 2008. In *The Sage Encyclopedia of Qualitative Research Methods, Volumes 1&2*. Lisa Given, Ed. Thousand Oaks: SAGE. pages 352-354.
- Eve Tuck. 2009. Suspending Damage: A Letter to Communities. *Harvard Educational Review*, 79(3): 409-427.

DUE: Research Questions Memo

Class 3 (11/11/24) In depth: Focus Groups

- Richard A. Krueger and Mary Anne Casey. 2014. Focus Group Interviewing. In *Handbook of Practical Program Evaluation, Fourth Edition*. Kathryn E. Newcomer, Harry P. Hatry, and Joseph S. Wholey, editors. Hoboken, NJ: John Wiley & Sons, Inc. Chapter 20, pages 506-534.
- Nan Jiang, Lorna Thorpe, Sue Kaplan, and Donna Shelley. 2018. Perceptions about the Federally Mandated Smoke-Free Housing Policy among Residents Living in Public Housing in New York City. *International Journal of Environmental Research and Public Health*, 15(2062). doi:10.3390/ijerph15102062.
- Rachel Swaner, Darya Zlochevsky, and Suzanne Boswell. 2022. 'Keep Showing Us That You're Here for Us': Rockaway Youth Talk About Safety, Justice, and Programming. New York: Center for Court Innovation.

Class 4 (11/18/24) Quantitative Measurement

- Russell K Schutt. 2012. Conceptualization and Measurement. *Investigating the Social World: The Process and Practice of Research*, 7th Edition. Thousand Oaks: SAGE. Chapter 4, pages 93-130.
- Dana Boyd and Alice Marwick. 2011. [Bullying as True Drama](http://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-misses-the-mark.html). NY Times, September 22, 2011. Available at: <http://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-misses-the-mark.html>
- Gina Kolata. 2016. [We're So Confused: The Problems With Food and Exercise Studies](https://www.nytimes.com/2016/08/11/upshot/were-so-confused-the-problems-with-food-and-exercise-studies.html). NY Times, August 11, 2016. Available at: <https://www.nytimes.com/2016/08/11/upshot/were-so-confused-the-problems-with-food-and-exercise-studies.html>

DUE: Focus Group Protocol

Class 5 (11/25/24) In depth: Surveys

- Russell K Schutt. 2012. Survey Research. Investigating the Social World: The Process and Practice of Research, 7th Edition. Thousand Oaks: SAGE. Chapter 8, pages 229-274.
- Michelle Fine and Maria Elena Torre. 2019. Critical Participatory Action Research: A Feminist Project for Validity and Solidarity. Psychology of Women Quarterly, 43(4): 433-444.
- Daniel Schneider and Kristen Harknett. 2019. Consequences of Routine Work-Schedule Instability for Worker Health and Well-Being. American Sociological Review, 84(1): 82-114.

Class 6 (12/2/24) Centering Lived Experience in Research

- Thomas A. Schwandt & Holli Burgon. 2011. Evaluation and the Study of Lived Experience. In The SAGE Handbook of Evaluation, Editors Ian F. Shaw, Jennifer C. Greene, and Melvin M. Mark. Thousand Oaks: SAGE. Pages 99-117.
- Youth N Power Transforming Care Collective. 2024. We Deserve Action, Not Just Words: Findings of a Survey of Former Foster Youth in New York City. Available at youthnpower.org.
- Patricia Hill Collins. 2000. Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment, Second Edition. New York: Routledge. Chapter 11: Black Feminist Epistemology, Pages 251-271.

Class 7 (12/9/23) Applying Principles of Research Ethics and Anti-Oppressive Practice

- Russell K Schutt. 2012. Research Ethics and Philosophies. Investigating the Social World: The Process and Practice of Research, 7th Edition. Thousand Oaks: SAGE. Chapter 3, pages 63-89.
- Henry T. Frierson, Stafford Hood, and Gerunda B. Hughes. 2002. [A guide to conducting culturally responsive evaluation](#). In The 2002 User-Friendly Handbook for Project Evaluation, Editor J. Frechtling. National Science Foundation. pages 63-73. Available at: https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_5.pdf
- Lynn F. Lavallée. 2014. Anti-Oppression Research. In The SAGE Encyclopedia of Action Research. Editors David Coghlan and Mary Brydon-Miller. Thousand Oaks: Sage. Pages 40-44.
- Linda Tuhiwai Smith. 2021. Decolonizing Methodologies: Research and Indigenous Peoples, Third Edition. London: Zed Books. Introduction, pages 1-19.

DUE: Short Survey

NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are

required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Because writing is a form of thinking, you should not use ChatGPT or other AI tools as a shortcut or substitute for drafting and editing written work in this class. Taking credit for writing you did not create is a violation of NYU's Academic Integrity policy.

NYU's Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Student Accessibility website](#) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with deliverables to schedule mutually acceptable alternatives.

NYU's Wellness Exchange

[NYU's Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.