

**PADM 595**  
**Research Methods I: Data Collection**  
**3 Credit Hours**  
**Fall Semester, 2020**  
Tuesdays 4:00 – 6:30

**Instructor:** Kelly Chong, PhD, MPhil, MHA, Assistant Professor

**Email:** [KChong1@salud.unm.edu](mailto:KChong1@salud.unm.edu), use UNM Learn Messages for regular class communications

**Office:** UNM School of Medicine

**Office Hours:** TBD, appointment times available by request

**Course Description:**

This course introduces concepts and approaches in public administration research. The research process, from early question to final report, provides the course's structure as well as the grounding for assessing the credibility of research results. We will pay particular attention to data collection techniques in quantitative and qualitative research. Students should come to class prepared to apply the concepts they have read at home to classroom discussions. Students are expected to be active participants in the learning process.

**Course Objectives:**

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

- Learn how to translate public administration and policy issues into research questions and utilize research methods to answer them.
- Propose appropriate public administration and policy research questions.
- Evaluate research design quality.
- Develop an ethical research proposal to meet practical objectives.
- Become a more informed user and critic of public administration and policy research.
- Enhance critical thinking skills.
- Be prepared to take PADM 596 Research Methods II: Data Analysis.

**MPA Student Learning Objectives:**

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

- Search and evaluate existing public administration research
- Apply appropriate methodological data collection standards to research
- Demonstrate knowledge of the strengths and limitations of different research methods
- Demonstrate excellent written and verbal communication ability

**Textbooks and supporting course materials:**

**Required:**

- Johnson, Gail. 2015. Research Methods for Public Administrators. 3rd Edition. New York: Routledge. Check UNM Libraries for e-book (free access for students). Hard copies are available from online retailers.

- Ellickson and Bell. Challenges to Social Experiments: A Drug Prevention Example. Journal of Research in Crime and Delinquency, Vol 29(1) 79-99. Article posted on the UNM Learn site for the course.

**Optional:**

- Fowler, Floyd J. 2014. Survey Research Methods. 4th Edition. Los Angeles: SAGE. Check UNM Libraries for e-book (free access for students). Hard copies are available from online retailers.

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

**Grading:**

Category	Percentage of grade
Attendance & class participation	20
Assignment #1	10
Assignment #2	10
Midterm	20
Final Assignment: Proposal	40
<b>Total</b>	<b>100</b>

Assignments are posted on UNM Learn. 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.

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	Below 60%

**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.

**Accommodation Statement:**

If you need an accommodation based on how course requirement 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.

**Title IX Statement (Required Language):**

A Note about Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu) of any report I receive of gender discrimination which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at <https://policy.unm.edu/universitypolicies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the LoboRESPECT Advocacy Center.

**Academic Integrity:**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in Pathfinder.

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**COURSE SCHEDULE**

<b>DATE</b>	<b>TOPICS</b>	<b>READING</b>	<b>PRACTICE/ DISCUSSION</b>	<b>ASSIGNMENT DUE DATE</b>
8/18/20	<b>Introductions</b> Review of Syllabus Course Overview			
8/25/20	<b>Introduction to Research Methods</b> • Overview • Ethics/Principles of Good Research	• Johnson, Chapter 1, pp. 3-16 • Fowler, Chapter 11, pp. 140-145		
9/1/20	<b>Research Concepts</b> • Language of Social Science ○ Theory ○ Hypothesis ○ Variables ○ Values ○ Levels of Measurement • Determining Causality • Program Evaluation Preview • Using Models	• Johnson, Chapter 2, pp. 17-31	• Group exercise #1 • Literature review basics for building a reference list for proposal	
9/8/20	<b>Research Question</b> • Determining Research Questions • Engaging Stakeholders • Types of Questions	• Johnson, Chapter 3, pp. 34-46 • Sturges, K. M. (2015). <a href="#">Complicity Revisited: Balancing Stakeholder Input and Roles in Evaluation Use. <i>American Journal of Evaluation</i>, 36(4), 461-469.</a> DOI: 10.1177/1098214015583329	• Group exercise #2 (same groups) • Introduce Assignment #1	
9/15/20	<b>Measures &amp; Measurement Strategy</b> • Key Terms & Definitions • Validity	• Johnson, Chapter 4, pp. 48-62	• Group exercise #3: Discuss Sturges article • Introduce final assignment (proposal,	

DATE	TOPICS	READING	PRACTICE/ DISCUSSION	ASSIGNMENT DUE DATE
	<ul style="list-style-type: none"> <li>• Reliability</li> <li>• Why Measurement Matters</li> <li>• Using Models cont. (Logic Model)</li> </ul>		<ul style="list-style-type: none"> <li>focusing on research plan)</li> <li>• Review grading criteria for proposal</li> </ul>	
9/22/20	<b>Research Designs</b> <ul style="list-style-type: none"> <li>• Designing an Experiment</li> <li>• Non-Experimental Design</li> <li>• Quasi-Experimental Design</li> <li>• Classic-Experimental Design</li> <li>• Design Variations</li> <li>• Internal Validity</li> <li>• Why Validity Matters</li> <li>• External Validity</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 5, pp. 64-82</li> <li>• Ellickson and Bell, “Challenges to Social Experiments: A Drug Prevention Example”, Journal of Research in Crime and Delinquency, Vol29(1) 79-99</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise #4: Share proposal topic ideas</li> <li>• Introduce Assignment #2</li> </ul>	Assignment #1 due on 9/22/20
9/29/20	<b>Other Research Approaches</b> <ul style="list-style-type: none"> <li>• Secondary Data Analysis</li> <li>• Meta-Analysis</li> <li>• Content Analysis</li> <li>• Survey Research</li> <li>• Case-Studies</li> <li>• Cost-Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 6, pp. 84-96</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise #5: Discuss Ellickson &amp; Bell Article</li> <li>• Group exercise #6: Share proposal topic ideas</li> </ul>	
10/6/20	<b>Data Collection I: Available Data &amp; Observation</b> <ul style="list-style-type: none"> <li>• Degree of Structure</li> <li>• Available Data</li> <li>• Data Collection Instruments</li> <li>• Observation</li> <li>• Types of Data Collection</li> <li>• Design Matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 7, pp. 97-110</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise #7: Share proposal topic ideas</li> <li>• Prep for Midterm</li> </ul>	Assignment #2 due on 10/6/20
10/13/20	<b>Data Collection II: Interviews &amp; Focus Groups</b> <ul style="list-style-type: none"> <li>• Choosing the Appropriate Method</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 8, pp. 112-125</li> <li>• Fowler, Chapter 9, pp. 110-123</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise #8: Share proposal topic ideas</li> </ul>	

DATE	TOPICS	READING	PRACTICE/ DISCUSSION	ASSIGNMENT DUE DATE
	<ul style="list-style-type: none"> <li>• Encouraging Participation</li> <li>• In-Person Interviews</li> <li>• Focus Groups</li> <li>• Expert Panels &amp; Public Hearing</li> </ul>		<ul style="list-style-type: none"> <li>• Prep for Midterm</li> </ul>	
10/20/20	<p><b>Data Collection III: Surveys</b></p> <ul style="list-style-type: none"> <li>• Survey Methods</li> <li>• Response Rates</li> <li>• Telephone Surveys</li> <li>• Mail Surveys</li> <li>• E-mail and Web-Based Surveys</li> <li>• Developing Questions</li> <li>• Using Intensity Scales</li> <li>• Ranking Questions</li> <li>• Demographic Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 9, pp. 127-142</li> <li>• Fowler, Chapter 4, pp. 42-58</li> <li>• Fowler, Chapter 5, pp. 61-73</li> <li>• Fowler, Chapter 7, pp. 99-109</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises</li> <li>• Prep for Midterm</li> </ul>	
10/27/20	<p><b>Sampling</b></p> <ul style="list-style-type: none"> <li>• Non-Random Samples</li> <li>• Random Samples <ul style="list-style-type: none"> <li>○ Simple Random Sample</li> <li>○ Systematic Random Sample</li> <li>○ Stratified Random Sample</li> <li>○ Proportional Stratified Sample</li> <li>○ Disproportionate Stratified Sample</li> <li>○ Cluster Sample</li> </ul> </li> <li>• Determining Sample Size</li> <li>• Non-Sampling Errors</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 10, pp. 145-161</li> <li>• Fowler, Chapter 3, pp.14-39</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises</li> </ul>	Midterm
11/3/20	<b>No Class – Election Day 2020</b>			

DATE	TOPICS	READING	PRACTICE/ DISCUSSION	ASSIGNMENT DUE DATE
11/10/20	<b>Qualitative Research</b> <ul style="list-style-type: none"> <li>• Analyzing Qualitative Data</li> <li>• Identifying Themes &amp; Quotes</li> <li>• Working with Qualitative Data</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 11, pp. 162-169</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises</li> </ul>	
11/17/20	<b>Research in Public Administration</b> <ul style="list-style-type: none"> <li>• Research Process <ul style="list-style-type: none"> <li>○ Planning</li> <li>○ Conducting Research</li> <li>○ Reporting</li> </ul> </li> <li>• Ethics and Social Justice</li> <li>• Managing Research Projects</li> <li>• Assessing Credibility</li> <li>• Limitations of Science</li> <li>• Intersection of Research &amp; Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson, Chapter 18, pp. 260-276</li> <li>• Fowler, Chapter 11, pp. 140-145</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises</li> </ul>	Group proposals due 11/17/20 at 4:00pm
11/24/20	Presentations of proposal		<ul style="list-style-type: none"> <li>• Provide feedback</li> </ul>	Individual proposals due 11/24/20 at 4:00pm
12/1/20	Presentations of proposal		<ul style="list-style-type: none"> <li>• Provide feedback</li> </ul>	
12/8/20	Presentations of proposal		<ul style="list-style-type: none"> <li>• Provide feedback</li> </ul>	