

Political Science 792
Decisionmaking for NonProfit and Public Organizations
Fall 2007

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Required Texts:

Kenneth J. Meier, Jeffrey L. Brudney, and John Bohte. 2006. *Applied Statistics for Public and Nonprofit Administration*, 6th edition. Thompson Wadsworth (listed as MBB in readings)

Elizabethann O'Sullivan, Gary Rassel, and Maureen Berner. 2003. *Research Methods for Public Administrators*, 4th edition. Pearson Education (listed as ORB in readings).

-various articles (these can be obtained through article searches on the UWM library website)

-you will need a calculator to complete problems in the Meier Brudney text. Those cheap calculators without square root and function keys are not sufficient. A basic scientific calculator is more than adequate.

-a USB flash drive will be helpful for storing data and other class materials.

Suggested Text:

McNabb, David E. 2002. *Research Methods in Public Administration and Nonprofit Management: Quantitative and Qualitative Approaches*. M.E. Sharpe.

Course Description

This course provides an introduction to some basic research tools useful to public and nonprofit managers. The first part of the class will focus on measurement and research design issues. The second part of the course will provide an overview of statistical and decision making tools. Topics discussed will include hypothesis testing, statistical inference, contingency tables, and regression analysis. The emphasis here will be on how to use statistics to make better management decisions.

Having an ability to conduct research is an important skill. For example, as a condition of a grant being renewed, a funding agency may require your organization to provide statistical evidence on how grant money has contributed to the achievement of key program objectives. How would you go about providing this evidence? Would you know how to construct valid and reliable performance measures? Would you know how to develop an appropriate research design to determine the extent to which other factors aside from grant money contributed to changes in performance? After identifying these other factors, would you know how to separate out or control for their effects in a statistical analysis? Would you know the proper statistical technique to use when analyzing these data? A broad background in research methods and statistics will help you address questions like these.

Although helpful, no prior knowledge of statistics/advanced math is necessary. We will primarily be using MS Excel and SPSS to illustrate how computers can be used to perform various statistical techniques.

Course Requirements

Your grade in the course will be based on the following:

Exam One = 20 percent (mostly research methods)

Exam Two = 20 percent (statistical methods)

Exam Three = 20 percent (statistical/qualitative methods)

Article Summaries = 20 percent

Paper = 20 percent

You will receive a handout concerning the instructions for the paper by the 3rd week of class.

Grading Scale used to determine final course grade

A 93-100	A- 90-92.9		
B+ 87-89.9	B 83-86.6	B- 80-82.9	
C+ 77-79.9	C 73-76.9	C-70-72.9	
D+ 67-69.9	D 63-66.9	D-60-62.9	F 0-59.5

Excused Absences, Makeup Exams

We will cover a lot of material each week. The cumulative nature of the material (especially the stuff on statistical methods) means that if you miss one or more classes, you may have a hard time understanding subsequent topics.

I cannot be absolutely certain of the first two exam dates since we may spend more/less time on material than expected. I will, however, notify you of the exact date at least a week before the exam.

Makeup exams will only be given if you have a University excused absence. An absence is considered excused if you can provide official documentation of a medical condition, such as a note from a physician.

Makeup exams will generally differ in content from regular exams. Makeup exams must be completed within a reasonable amount of time (normally before the next class session). If your schedule is packed so tight that you cannot find a time for a makeup exam, I will assign two possible makeup exam times. You will be required to either pick one of the two times or take a zero for the exam in question.

I do not give take-home makeup exams, and I will not fax or e-mail you a copy of the exam so you can take it while you are at work. Makeup exams must be taken on campus and be completed before the department office closes (4:30pm). The class session following the regular exam date cannot be used as a time to take a makeup exam. The content of makeup exams will differ from the content covered on regular exams.

While I have listed my e-mail address, I will not respond to substantive questions about course material via e-mail. Please use the e-mail address only to notify me of absences or scheduling questions.

Students with special needs are encouraged to contact me at the beginning of the semester to work out any necessary arrangements.

Academic Misconduct

The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Any instances of cheating will be referred to the appropriate university authorities for disciplinary action.

For a complete description of the University's policies on these and other matters, please see the file at the weblink below

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

Topics and Reading Assignments

While some overlap exists between the materials presented in lecture and those presented in the text, the lectures will not be used to simply regurgitate the information in the text. Some of the information presented in class will not appear in the text and vice versa.

Part One - Models, Hypotheses, and Research Design

1. Overview of the research process

Readings: ORB, chapter 1

Suggested Reading

Rich, John and Courtney Grey. 2005. "Pathways to Recurrent Trauma Among Young Black Men: Traumatic Stress, Substance Abuse, and the "Code of the Street." *American Journal of Public Health*, 95 (5) 816-24.

2. Variables and Measurement

Readings: MBB, chapter 2
ORB, chapter 4

Article Summary - Sowa, Jessica, Sally Coleman Selden, and Jodi Sandfort. 2004. "No Longer Unmeasurable? A Multidimensional Integrated Model of Nonprofit Organizational Effectiveness." *Nonprofit and Voluntary Sector Quarterly*, 33 (4) 711-28.

3. Research Design/Determining Causality

Readings: MBB, chapter 3
ORB, chapter 3, pages 23-37 (stop at "qualitative research")

Article Summary - Hager, Mark L., Sarah Wilson, Thomas Pollak and Patrick Rooney. 2003. "Response Rates for Mail Surveys of Nonprofit Organizations: A Review and Empirical Test." *Nonprofit and Voluntary Sector Quarterly*, 32 (2) 252-67.

Suggested Readings

Resnicow, Ken, Alice Jackson, Terry Wang, and Anindya K De. 2001. "A Motivational Interviewing Intervention to Increase Fruit and Vegetable Intake through Black Churches: Results of the Eat for Life Trial." *American Journal of Public Health*, 91 (10) 1686-92.

Gerber, Alan and Donald Green. 2001. "Do Phone Calls Increase Voter Turnout?: A Field Experiment." *Public Opinion Quarterly* 65 (1) 75-85.

4. Survey Research
Readings: ORB, chapters 6 and 7

Article Summaries

Hall, Michael. 2001. "Measurement Issues in Surveys of Giving and Volunteering and Strategies Applied in the Design of Canada's National Survey of Giving, Volunteering, and Participating." *Nonprofit and Voluntary Sector Quarterly*, 30 (3) 515-26.

Kennedy, John and Brian Vargus. 2001. "Challenges in Survey Research and Their Implications for Philanthropic Studies Research." *Nonprofit and Voluntary Sector Quarterly*, 30 (3) 483-94.

Suggested Readings:

Herzog, Richard and Ronald Claunck. 1997. "Stories Citizens Tell and How Administrators Use Types of Knowledge." *Public Administration Review*, 57, September/October: 374-79.

Leech, Beth L. 2002. "Asking Questions: Techniques for Semi-Structured Interviews." *PS: Political Science and Politics*, 35, December: 665-68.

5. Descriptive Statistics
Readings: MBB, chapters 5 and 6
ORB, pgs. 329-343 (stop at "other deviation measures")

First Exam (TBA, about mid-October)

Part Two - Statistical Methods

Note - We will be working through problems in the Meier, Brudney, and Bohte text in this section of the course. You should bring this book and your calculator to every class session from this point until the end of the semester.

The lectures will be very hard to follow if you do not bring these materials to class.

6. Sampling
Readings: ORB, Chapter 5
7. The Normal Distribution
Readings: MBB, Chapter 8
8. Introduction to Inference
Readings: MBB, Chapter 11
9. Hypothesis Testing
Readings: MBB, Chapter 12
10. Estimating Population Proportions
Readings: MBB, Chapter 13
11. Difference of Means Tests
Readings: MBB, Chapter 14

Following two articles for in-class discussion

Cassaday, Diana et al. 2006. "The Power of Policy: A Case Study of Healthy Eating Among Children." *American Journal of Public Health*, 96 (9): 1570-71.

Tirodkar, Manasi, and Anjali Jain. 2003. "Food Messages on African American Television Shows." *American Journal of Public Health*, 93 (3) 439-441.

Article Summary...Sargeant, Adrian, and Elaine Jay. 2003. "Determinants of U.S. Donor Behaviour: The Case of Requests."
<http://www.charityfundraising.org/Reports.htm>

Suggested Readings:

Hartenian, Linda. 2007. "Nonprofit Agency Dependence on Direct Service and Indirect Support Volunteers: An Empirical Investigation." *Nonprofit Management and Leadership*, 17 (1) 319-34.

Second Exam (TBA, about mid-November)

12. Contingency Tables
Readings: MBB, Chapters 15, 16,

Article Summary - Horne, Christopher, Janet Johnson, and David Van Slyke. 2005. "Do Charitable Donors Know Enough-and Care Enough- About Government Subsidies to Affect Private Giving to Nonprofit Organizations?" *Nonprofit and Voluntary Sector Quarterly*, 34 (1) 136-49.

13. Introduction to Regression Analysis
Readings: MBB, Chapter 18

14. Regression Output and Data Management
Readings: MBB, Chapter 23

15. Multiple Regression
Readings: MBB, Chapter 21

Article Summary - Owens, Michael Leo and R. Drew Smith. 2005. "Congregations in Low-Income Neighborhoods and the Implications for Social Welfare Policy Research." *Nonprofit and Voluntary Sector Quarterly*, 34 (3) 316-39.

16. The Assumptions of Linear Regression
Readings: MBB, Chapter 19

17. Interrupted Time Series: Program and Policy Analysis
Readings: MBB, Chapter 22

Part Three - Qualitative Research Methods

18. Focus Groups

19. Case Studies

Readings: ORB, pgs. 37-48

-materials will also be posted on library e-reserve

Suggested Reading

Jensen, Jason and Robert Rodgers. 2001. "Cumulating the Intellectual Gold of Case Study Research." *Public Administration Review*, 61, March/April: 235-46.

Third Exam (Thursday, December 20th 5-7:40 pm)