Statistics and Research Design in Nonprofit Management
U76 NPM 510 (3 units)
Washington University Spring 2019

Course Instructor: Betsy D. Foy, EdD
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Availability to students: By phone, email, and appointment

This course is in an online format; there are no class sessions on campus.

The first week of class (January 14th-20th, 2019) I offer an introductory phone call to any student who would like to talk with me, go over the syllabus, or discuss how a fully online class works. This is totally voluntary and has no effect on your grade. Please email me to arrange a time if you would like an introductory phone call.

Course work will be completed between January 14th and April 21st, 2019. All coursework is completed on Canvas, our electronic classroom. All Washington University courses will be using Canvas as of Fall 2019. This system replaces Blackboard and may be new to some of you.

Course Description
This course will give students the tools to evaluate what they are doing in their organizations and report their data in a variety of ways. Good evaluation is essential for continued growth financially and programmatically in nonprofit organizations. Students will be able to better understand the statistical information they read in articles and how to perform basic statistical work.

This course will require students to read about and practice survey design, basic statistics along with qualitative and quantitative research methods. All statistical work will be done using EXCEL, a very easy to use program.

Course Objectives
- Learn methods to evaluate performance and effectiveness at both organizational and programmatic levels
• Use and apply both quantitative and qualitative data for purposes of strengthening nonprofit organizations, the nonprofit sector and the larger society
• Practice the skills learned in the readings to create a well written survey.
• Learn the appropriate use and application of information technology in order to increase productivity and effectiveness in the pursuit of a nonprofit organization’s mission
• Learn how various technologies can be used to assess nonprofit performance and effectiveness

Course Resources and References


***This book has a companion website (no password necessary) here is the link that will get you to this website: edge.sagepub.com/salkindexcel4e
This website has some great additional resources that will help you if you need further clarification on anything.

Please be sure you have the correct edition of this text. If you do not all the readings and assignments will be incorrect. The book was first released in late Fall 2016 Required Text

After reviewing many texts on how to conduct surveys the book that provides what I believe to be the best and most useful information happens to have a horrible title. Please ignore the title and enjoy the book knowing that all of you are bright students who are taking this class.

Online Surveys for dummies, Vivek Bhaskaran and Jennifer LeClaire (Wiley Publishing, 2010), ISBN 978-0-470-52796-2. This is an older text and you should be able to purchase it online as well as at the Wash U bookstore. Used copies are fine but please check your book to make certain all the chapters are there in the right order. Last year when I taught this class several students had books where chapters and/or pages towards the end were missing. Required Text

Excel Basics in 30 Minutes 2nd Edition, Ian Lamont (i30 Media Corporation, 2014-2016). ISBN 978-1-939924-30-8. Students who took this course last year requested in their course evaluations that I add a short text so they could review EXCEL. All statistics are done in EXCEL and the stats textbook has some instructions. This book is if you feel you want a review of EXCEL in addition to what is in the stats textbook. Optional Text
Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:

- Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
- Call the Canvas Support Line (Students) +1-844-865-2581

“Netiquette” statement on Internet communication.

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.
**Expectations for Student Attendance** (Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able to see when last you logged into Canvas and how much time you've spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

- ***Note:*** For a 3-credit class, you should expect to spend a total of 36 “contact hours” in the virtual classroom. For this course that would average three (3) hours each week. This includes posting your answers to my questions or assignments on the topic; posting two articles you have located with a brief critique; and reading the articles posted by other students and writing comments. This constitutes our “classroom interaction.” You can do it any time, day or night as long as you get it done within the two-week period before the next topic begins. Outside of these “contact hours,” like any other class, you will spend time on the assigned readings, researching the articles you plan to post, writing a short survey, doing weekly written assignments, and preparing your final project.

**Statement regarding academic honesty:**

Students are bound by the [University College policy on academic integrity](#) in all aspects of this course. All references to ideas and texts other than the students’ own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy.

All students are expected to abide by [proper citation and attribution techniques](#).

**Academic Support**

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** [Cornerstone](#) provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.
• **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

• **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff.

• **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.

### Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind.

### Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.
Preferred Name Policy for Students

The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.
Guidelines for discussion forum participation

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well-edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Waiting until the last day to participate minimizes the opportunity to interact with me and your classmates and makes discussion participation much less meaningful for you.

5. Finally, the discussion forums are meant to be **fun**! Check in often to communicate with me and your classmates.

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**Course Activities**

**All work is due Sundays at 11:59PM.**

This course is offered in an on-line format. There are no class sessions on campus. Students will participate in the course by logging on to the class Canvas page. Every two weeks, students will be expected to complete the following:

1. Read assigned texts and articles on topic. Instructor will post lectures every 2 weeks related to the topic and the readings.

2. Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor and reading classmates’ responses or on the articles posted (see #4 below). I expect at least 4 thoughtful discussion comments from each student during each 2 week period, **the first two discussion comments are due the first Sunday night of each 2 week period. While 4 comments is the bare minimum for each 2 week period, I would truly hope for more than that from all of you.** Two of the four comments you are to be the first author, and the other two comments you will make on your classmates original comments.
3. Every two weeks there will be assignments in addition to your discussion comments (sometimes more than one depending on the complexity). Students will complete these and submit via Canvas.

4. Twice during the course each student will post an article on the assigned topic. When you post your articles please use the format provided to do a critical review of the article. The topics and due dates for the two articles are as follows:

   #1-An article that describes a survey that was given and the results of the survey (Due February 3rd)
   #2-An article that describes a quantitative or qualitative research study (Due March 3rd)

Course Grading

Weightings toward final course grade are:

- Thoughtful online discussion (6 topics @ 5% each) 30%
- Posting and critique of topic articles (2 @ 10% each) 20%
- Weekly Assignments (4 @ 5% each) 20%
- Final Project 30%

Grades will be given on this scale:

- **A/A-** 100-91 points
- **B/B-** 90-81 points
- **C:** 80-71 points
- **D:** 70-61 points
- **F** 60-0 points

Final Project

For your final project:

Write a survey, administer the survey to at least eight people, analyze the information you receive from the survey. I recommend using Survey Monkey for this project, but it is NOT required if you prefer another method. The
survey can be on any subject and does not have to be related to your work. In past years students have done the survey at work, at their church, at schools their children attend, and at organizations they volunteer with. If you can think of something you do where a survey would be helpful to the organization (and you obtain any necessary permission to give the survey) then all your work on this final project will be useful to others! If you are really stumped about where you could do a survey, send me an email or call and we can brainstorm some ideas for your project.

You will write a paper (approximately 7-15 pages) which will include your survey, how you administered the survey, how you picked your population, and a summary of your results. I expect to see some quantitative results and at least one table, graph or chart.

Pages 269-288 in the Survey text gives you ideas on how to present your final report.

**Final projects must be approved by the instructor.**

Please email me a brief description (1 or 2 paragraphs) on what you are planning to survey about, who you plan to give the survey to (not specific names but students in a class, people at church, personal friends etc). You can email me at any time you decide but the **deadline is March 24, 2019.**

**Assigned Readings and Assignments**

**Introductory Week (January 14-20)**

Readings:
- Intro Lecture
- Make a paper copy of your Syllabus and carefully read it and highlight items or dates that you think are important.

Assignments:
- Introduce yourself in writing on the Discussion Board in the folder marked Introductions.
• Email Dr. Foy (betsy.foy@wustl.edu) if you would like to have a personal introductory phone call this week.
• Intro Assignment. Write a brief description of any previous experience and/or education you have had related to statistics, research, or survey design. Conclude with what you hope to learn in this class. Submit in the Assignment Section of Blackboard.

**Topic One (January 21-Feb 3): Survey Design  Part 1**

Readings:


Pages 1-168 (Chapters 1-9)

Skip Pages 26-30

Skip Pages 45-74 (All of Chapter 4)

Skip Pages 131-152 (All of Chapter 8)

Assignments:

**Written Assignment 1:** Write a 5 or 6 question survey using Survey Monkey or any online survey program of your choice that you are able to give instructor and classmates access to. The subject of the survey can be work related or non-work related. Chapter 3 in the text walks you through creating your survey.

Post your survey questions on Blackboard along with written comments about designing your survey.

**Article 1 Due**

**Topic Two (Feb 4-Feb 17): Survey Design  Part 2**

Readings:


Pages 169-318 (Chapters 10-18)

Skip Pages 169-184 (All of Chapter 10)

Skip Pages 205-227 (All of Chapter 12)

Skip Pages 251-262. Begin reading again on p.263 Analyzing Open Ended Questions
Assignments:

**Written Assignment 2:** Write a 5 or 6 question survey using Survey Monkey or any online survey program that you are able to give access to the instructor and classmates access to. The subject of the survey can be work related or non-work related. Pick a different topic than the first survey you wrote.

Post your survey questions on Canvas. Write comments about designing your survey or use of survey software (Survey Monkey or program of your choice).

**Topic Three (February 18-March 3): Quantitative Research Methods 1**

Readings:


Pages 1-20, Yippee! I’m in Statistics

Pages 403-405, The Ten Commandments of Data Collection and All You Need to Know about Excel

Pages 406-411 Appendix A Excel-erate Your Learning

Pages 21-39, All You Need to Know About Formulas and Functions

Pages 40-48 Using Data Analysis Tools (1B is for Windows Users and 1C for Mac Users read whatever you need to read)

Pages 51-78, Computing and Understanding Averages

Pages 79-95, Understanding Variability

**Written Assignment 3 From Statistics for People Who Think They Hate Statistics**

Practice Questions 1a,b,c,d and 2 on p.37-38
Practice Questions 1, 6, 7 on p.76-78
Practice Questions 2,7,8 on p.93-95

**Article 2 Due**

**Topic Four (March 4-24): Quantitative Research Methods 2**

**SPRING BREAK March 11-17**

Readings:


Pages 96-126, A Picture Really is Worth A Thousand Words

Pages 154-176, An Introduction to Understanding Reliability and Validity

Pages 194-218, Are Your Curves Normal? Probability and Why It Counts

Pages 221-239, Significantly Significant
Assignments:

**Written Assignment 4**  Practice Questions 2, 3  on p.126
Practice Questions 1ab, 2, 4abcde on p. 217-2

**Final Date to Email**  Dr. Foy plans for Final Project March 24

**Topic Five (March 25-April 7):**  Qualitative Research Methods

*Qualitative Research Methods-A Data Collectors Field Guide*, Published by Family Health International  (12 Pages)

“Study Design in Qualitative Research”, Richard Frankel and Kelly Devers, *Education for Health, 2000.* (10 Pages)

“Enriching Facts and Figures” by Kathleen McQueen (1 Page)

All Materials Found on Blackboard

**No Written Assignment. Work on Final Project**

**Topic Six (April 8-21):**  Bringing It All Together

Here is the Website for your final reading on “Analyzing, Interpreting, and Reporting Basic Research Results” located at:

http://managementhelp.org/businessresearch/analysis.htm

This reading is not required for this class, but I think you will want to at least skim it as it has some wonderful information and online resources. This is a basic guide to Program Evaluation. Much of what you have learned in this course will be used when you are doing program evaluations in your organizations.

http://managementhelp.org/evaluation/program-evaluation-guide.htm#anchor1578833

**Final Project is due April 21st.**
Assignment Due Date Checklist

Check off each assignment as you turn it in. If you will be late on an assignment you MUST get prior approval from the instructor. No prior approval for late work = Zero Points (this includes all assignments and all weekly discussion comments).

1-20-19 _____Personal Introduction _____Intro Assignment
1-27-19 _____ Online Discussion Comments
2-3-19 _____ Online Discussion Comments _____Written Assignment 1
2-10-19 ____ Online Discussion Comments
2-17-19 _____Online Discussion Comments _____Written Assignment 2
2-24-19 _____ Online Discussion Comments
3-3-19 _____ Online Discussion Comments _____Written Assignment 3
3-10-19 ____ Online Discussion Comments
3-17-19 Spring Break. No work due
3-24-19 _____Online Discussion Comments _____Written Assignment 4
3-31-19 _____ Online Discussion Comments
4-7-19 _____Online Discussion Comments
4-14-19 _____ Online Discussion Comments
4-21-19 _____ Final Project