

**San José State University**  
**Political Science**  
**PADM 213 – Policy Analysis**  
**Fall 2017**

**Course and Contact Information**

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<b>Class Days/Time:</b>	Tues, 6:00-8:45p
<b>Classroom:</b>	Dudley Moorhead Hall (DMH) 149A

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

By enrolling in this course you consent to all course requirements listed in this syllabus, published on our Canvas site, and announced in class. You accept responsibility for accessing the Canvas course website to download any required handouts, assignments, or readings. You also accept responsibility for checking the course website regularly for any announcements. You also accept responsibility for receiving any messages sent via the MySJSU email system. Make sure that MySJSU has your current email address. Contact me by Thursday of week one if you cannot access the Canvas website, download and read .pdf files, link to other websites, or send or receive email.

**Course Description**

**From the SJSU Course Catalog:** An examination of the application of analytical and administrative tools to solving public problems. Study of the processes of policy formulation and the research and political tools necessary to assess program effectiveness. Prerequisite: Statistics.

The course will focus on two aspects of policy analysis and evaluation: the prospective analysis of policies, and the post-implementation evaluation of policies and programs, applying analytical and administrative tools to the solution of public problems. There are two foci: an exploration of frameworks which help to understand the purpose of policy and why it was formulated, and the research and political tools necessary to assess policy and program effectiveness.

The purpose of public administration is the efficient and effective management of the resources placed in the public trust. The practice of public administration includes the application of political understanding, ethical standards, social science research and statistical tools to the public's business. Since resources available to government are scarce, a critical element in public administration is the determination of the "best use" of these resources for the overall good of the community. On the one hand, "best use" is a subjective statement, since the understanding of what is "best" will be culture bound and specific to time and place. On the other hand, there are objective tools that allow competing "uses" to be evaluated in a relatively value-free manner. A combination of objective and subjective methods of evaluation is needed to make informed judgments on most public policy and program evaluation issues.

This course includes information on the techniques of policy analysis, and the application of these techniques to public policy issues and programs. The application portion will include using policy analysis to choose which policies to implement, which programs to fund, which programs to continue, and which policies to change. Various analytical tools will be reviewed, and their value in differing applications will be considered.

### **Course Goals**

To educate public administration and non-profit professionals about public policy formulation and public program development and implementation as it applies to managing cities, counties, special districts, state and federal agencies and non-profit organizations.

The course has the following learning objectives: (1) Ensure that the student can apply a variety of evaluation tools to public policies and programs, to determine their effectiveness and whether they comply with the legislative intent in their creation. This is assessed through in-class exercises and the staff report. (2) Ensure that the student understands the governmental environment in which public policies and programs are created and implemented. This is assessed through the completion of an executive summary of Gerston's book and the development of VLF study. (3) Ensure that the student can assess public policy for its legislative intent, background, budgetary impacts, and need for amendment or termination, which is assessed in the Staff Report

### **Learning Outcomes (LO)**

**Upon successful completion of this course, students will be able to:**

1. **LO1:** Identify and evaluate the major principles of policy and program analysis
2. **LO2:** Understand the terminology used in policy and program evaluation
3. **LO3:** Understand intergovernmental relationships as they impact policy making, including constitutional limitations and California governmental factors.
4. **LO4:** Apply methods for evaluation of a policy or program for a public agency, government department or non-profit organization.

## Required Texts/Readings

### Textbooks

- Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 4th ed. (Sage CQ Press, 2011)  
ISBN# 1608718425
- Emil J. Posavac, *Program Evaluation: Methods and Case Studies*, 8<sup>th</sup> ed. (Routledge, 2010)  
ISBN# 0205804977
- Ronald D. Sylvia & Kathleen M. Sylvia. *Program Planning and Evaluation for the Public Manager*, 4th ed. (Waveland Press, 2012)  
ISBN# 1577667786

Please note: Older editions of these books are perfectly acceptable to purchase. However, key information, page numbers and chapter numbers may vary from edition to edition. It is the student's responsibility to account for these discrepancies when they exist.

### Other Readings/Media

- California Constitution - Local Government and Spending Limitations Section (<http://www.leginfo.ca.gov/const-toc.html>)
- Gerston, Larry. *Not So Golden After All*. (CRC Press, 2012) – Can be taken out of the library.  
ISBN# 1439880123
- Munger, Michael, *Analyzing Policy: Choices, Conflicts, and Practices*. (W. W. Norton & Company, 2000) – Chapters 3 & 4 (Handout)  
ISBN# 0393973999
- San Jose City Charter: (<http://www.sanjoseca.gov/index.aspx?NID=397>)

## Course Requirements and Assignments

### Executive Summary (Due Before Class, September 19<sup>th</sup>)

Each student will read Gerston, *Not So Golden After All*. You will write an executive summary of the book, in Times New Roman 12 pt. type, double spaced, not to exceed 3 pages. Information on writing executive summaries will be discussed in class. The executive summary is due as noted in the syllabus. One cannot achieve a grade of "A" on the summary without relating the book being reviewed to the relevant issues presented in the assigned class readings on program and policy analysis.

### Vehicle License Fee Analysis (Due Before Class, October 31<sup>st</sup>)

Students will form groups to consider the history, current amount and the current use of the Vehicle License Fee in California and make a recommendation on whether to change it, and if so, how. Make a policy recommendation to State Senator Jim Beall regarding the VLF and its future. What was its history? Why was it lowered during the Wilson Administration? When is the last time it was raised? What is the current amount? What is it currently used for? How did Prop 30 impact the current use? Should it continue to fund its current projects? Should it be raised to fund road repairs or some other dedicated use? Students will create an analysis and a recommendation, using standard staff report format. Create a title

and draft of any legislation needed to implement the recommendation. Each team will work separately, developing its own approach to the analysis and recommendation. The team will collaborate to create one paper describing their research, analysis and recommendation; and a PPT show of 3 slides to support the presentation of the paper's content. Team members will evaluate each other's recommendations and the class will discuss the differing ways each group approach to this project.

### **Staff Report Problem Statement (Due Before Class, September 26<sup>th</sup>)**

Students are to submit a locally-focused problem statement and the ongoing policy response. Topics will be chosen on the first day of class. The problem statement must outline the scope, magnitude and trend of the problem using appropriate peer-reviewed academic sources and government report. In addition to the problem itself, the problem statement must demonstrate a working knowledge of the existing ongoing responses to the problem undertaken by public, private and non-profit institutions. Finally, the student must outline an alternative/opposition construction of the problem.

### **Staff Report Literature Review (Due Before Class October 10<sup>th</sup>)**

Students are to submit a literature review pursuant to the policy issue outlined in the policy statement submitted earlier in the semester. The literature review should outline the scope, magnitude and trend of the problem, one alternative construction of the problem and sources which outline the ongoing status quo policy response and at least two potential alternatives, all backed by relevant sources. Sources must include at least 10 peer-reviewed academic sources and government reports. Additional relevant sources may be included such as online sources and newspaper articles but these must be in addition to the 10 high-quality academic sources.

### **Staff Report Presentation (Various)**

Students will make a 10-15 minute presentation to present the preliminary findings of their staff report, including a presentation of the scope, magnitude and trend of the problem, outline the status quo policy response as well as two alternatives and provide a quantitative and qualitative analysis as to the costs, benefits and relevant stakeholders effected by each policy alternative. At the end of the presentation the student will make a recommendation as to which policy alternative should be implemented and why.

### **Final Staff Report (Due 5:15 pm, December 19<sup>th</sup>)**

Students must write a 15 page staff report, including a presentation of the scope, magnitude and trend of the problem, outline the status quo policy response as well as two alternatives and provide a quantitative and qualitative analysis as to the costs, benefits and relevant stakeholders effected by each policy alternative. At the end of the presentation the student will make a recommendation as to which policy alternative should be implemented and why. Papers must be 15 pages of double-spaced word-processed text in Times New Roman 12 point font, with in-text citations in APA format. Additional page (s) will contain the list of Sources Consulted in APA format. Papers must be based on at least 10 references (in addition to the textbooks), including at least 3 from peer reviewed professional journals of the last 5 years, and the rest from appropriate government documents, newspaper reports or other academically acceptable sources. If the topic relates to a local government, access the relevant agenda and meeting minutes at the government's website. The topic must be on an aspect of policy or program analysis from the attached list. You will select your topic on the first night of class.

### **Grading Information**

While I expect you to attend class regularly, per University policy F69-24 (<http://www.sjsu.edu/senate/docs/F69-24.pdf>), students will not be graded on daily attendance. One of the purposes of this class is to help simulate the stamina necessary to stick with a project day-in, day-out even

as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, classroom discussion will tease out much of the important nuance in the readings. As such, regular attendance is strongly encouraged.

Your grade will be calculated as follows:

Grading Paradigm			
98-100% = A+	87-89%=B+	77-79%=C+	67-69%=D+
93-97% = A	83-86%=B	73-76%=C	63-66%=D
90-92% = A-	80-82%=B-	70-72%=C-	60-62%=D-
			<60%=F

And assignments and exams will be weighted accordingly:

Assignment & Exam Weights	
In-Class Participation	15 points
Gerston Book Executive Summary	15 points
Staff Report Problem Statement	5 points
Staff Report Literature Review	10 points
Vehicle License Fee Project	15 points
Student Presentations	15 points
Final Staff Report	25 points

### Make-up/Late Policy

There are no make-up exams or other assignments without appropriate documentation (serious medical illness or serious medical emergency, religious holiday, pre-approved university-sanctioned event or activity, military orders, family emergency) that you were unable to complete the assignment on time. This also applies to in-class assignments. If you are seriously ill, you must notify me as soon as possible by email or on my office phone that you will be unable to complete an assignment on time. Except in cases of documented medical emergency, you **MUST** notify me before the scheduled assignment. Out of fairness to your colleagues, work, missing an alarm, and generally not feeling well will not be accepted excuses for missing assignments. Be sure you schedule all of our assignments right away. If you have a vacation or similar event planned during one of these assignment days, you may want to take this course during another session or make arrangements to hand in the assignment early. Major assignments like the policy paper will be graded if handed in late; however, these will be penalized 1 letter grade for each day they are late. The late period begins immediately after the due date. Late papers will **NOT** be accepted after 1 week without prior authorization.

### Classroom Policies and Protocol

#### Attendance and participation

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group

discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. In addition to the fact that students are graded on the quality and quantity of classroom participation, regular attendance will enhance your grade by virtue of giving students the opportunity to develop the knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

**Cellphones, laptops, and other technology**

You may not use your cell phone in class. If you need to have it on for family reasons, please let me know ahead of time, turn it on vibrate and leave it out of sight. If you must make an emergency text, feel free to step outside of class. All other texting needs to take place before or after class. Laptops, tablets, and other such technology are allowed in class but for notetaking and educational use only. I reserve the right to bar specific students from using these technologies if they are making inappropriate use of them during class time. Please see me if you have questions about this policy or questions regarding SJSU academic accommodations related to this policy.

**Recording of Lectures**

There are no audio or video recording of lectures or other class activities allowed without instructor permission in advance. It is common courtesy to obtain permission from people before you record them; therefore, out of respect to your colleagues and to me, do not record this class without my explicit permission.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

**Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Course Schedule**

	Date	Topic	Readings/Media	Due
Unit #1 - The Theory of Analysis				
1	29-Aug	The Systems Framework	Sylvia & Sylvia, Ch. 1; Posavac Ch. 1-2	
2	5-Sep	The Market Failure Framework, The Practice of Analysis	Munger, Ch. 3-4; Bardach, Part I	
3	12-Sep	Defining Problems, Understanding Program Goals	Sylvia & Sylvia, Ch. 2-3; Posavac Ch. 3, 6	
4	19-Sep	Discussing California's Policy History	Gerston; California State Constitution; San Jose Charter	Executive Summary
Unit #2 - Evaluation Theory				

5	26-Sep	Developing Measures & Marshaling Evidence	Posavac, Ch. 4; Bardach, Part II	Problem Definition
6	3-Oct	Process Evaluation	Sylvia & Sylvia, Ch. 4-5; Posavac, Ch. 7	
7	10-Oct	Non-Experimental Evaluation	Sylvia & Sylvia, Ch. 6-7; Posavac, Ch. 8-9	Lit Review
8	17-Oct	Quasi-Experimental Evaluation	Posavac, Ch. 10-11	
9	24-Oct	Cost-Benefit Analysis	Sylvia & Sylvia, Ch. 8, Posavac, Ch. 12	
Unit #3 - The Practice of Analysis and Evaluation				
10	31-Oct	Case Study: Vehicle License Fee	<i>None</i>	Vehicle License Fee
11	7-Nov	Evaluation Ethics & Best Practices	Posavac, Ch. 5; Bardach, Part III	
12	14-Nov	Presentations - Topics 1, 2 & 3		Presentations
13	21-Nov	Presentations - Topics 4, 5 & 6		Presentations
14	28-Nov	Presentations - Topics 7, 8 & 9		Presentations
15	5-Dec	Presentations - Topics 10, 11 & 12; Party time!		Presentations
Final Project Due - Wednesday, December 19 @ 5:15p				