

PAD 5365 Policy Analysis & Decision Making/ POLS 5364 Seminar – Public Policy Analysis

CRN: 23973 & 27020

Spring 2023

Professor Dr. Lizely Madrigal

lmadrigal@utep.edu

(915) 747-5879

Office Hours: Please contact me by email to schedule an appointment Telephone/Virtually via Blackboard Collaborate/Teams/Zoom Times

COURSE DESCRIPTION

This course covers the use of quantitative decision tools and formal modeling to evaluate policy outcomes. It focuses on techniques such as cost-benefit analysis, decision-tree analysis, logistic modeling of categorical choice decisions, and descriptive and inferential statistics. The course provides examples of these techniques being applied in legislative, executive, and judicial decision-making environments. Through a combination of readings, lectures, and hands-on activities, students will gain a thorough understanding of how these tools and models can be used to inform policy decisions.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

By the end of the course, you should be able to:

1. Understand the role of policy analysis in informing decision-making.
2. Understand the different types of policy analysis, including qualitative, quantitative, comparative, formal, informal, micro-level, and macro-level.
3. Evaluate and manage data for policy analysis.
4. Use descriptive and inferential statistics to analyze policy outcomes.
5. Use quantitative decision tools and formal models, such as cost-benefit analysis, decision-tree analysis, and logistic modeling, to evaluate policy outcomes.
6. Apply policy analysis techniques to policy decisions in legislative, executive, and judicial contexts.
7. Critically evaluate the strengths and limitations of different policy analysis techniques.
8. Communicate policy analysis findings and recommendations effectively through written and oral presentation.
9. Understand ethical considerations in policy analysis.

DIVERSITY STATEMENT

This course is designed to serve students of diverse backgrounds and perspectives, and the diversity that the students bring to this class is essential for all of our collective learning. A central goal of this class is to review materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture, and political ideology.

COURSE FORMAT

This hybrid class will offer students a unique learning experience, combining face-to-face (f2f) and online instruction. Each module will start with an in-person class session on the first Tuesday, followed by an online class session on the second. Course content will include presentations, weekly assignments, discussion groups, and both in-class and written assignments. The professor will also utilize the UTEP Blackboard system to provide additional materials and resources to students.

LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a two-week module so that all the materials, lecture notes, submission areas, and discussion posts are in one place for a given weeks.

REQUIRED MATERIALS

Required materials are available on Blackboard. Additional short readings may be assigned during the course of the semester.

OPTIONAL MATERIALS

Edmonds, W.A. & Kennedy, T.D. (2013). *An applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, Calif.: SAGE Publishing [ISBN: 978-1452205090]

COURSE REQUIREMENTS AND EVALUATION OF PERFORMANCE

There will no be quizzes or tests in the course. Grades will be given for each of the assignments, discussions, class participation. Grades will be based on the following weights:

- Participation and Attendance 10%
- Discussion Boards (2) 15%
- In-Class Assignments (5) 25%
- Module Assignments (6) 25%
- Final Project: Policy Analysis Plan and Presentation 25%

1. Participation and Attendance (10%)

This hybrid course requires students to attend both face-to-face and virtual class sessions, and attendance is a crucial component of the course - it is worth 10% of the student's final grade. Therefore, it is essential that students arrive on time and remain for the entirety of all face-to-face classes. If for any reason a student is unable to attend a class, it is their responsibility to stay up to date by asking other students, reviewing the course syllabus, and completing the assigned readings and assignments.

2. Discussion Board (15%)

For this assignment, students are required to participate in a discussion on policy analysis by composing a 300-word response to two questions related to the topic. The Discussion Board will provide the prompt for the assignment, and students must incorporate at least one citation from a reliable source into their response. Upon completion, the response should be posted on the Discussion Board for review.

3. In-class Assignments (25%)

For this in-class assignment, students will be exploring policy analysis methods using data. It is important that students bring their computers to class, as they will need to have both Excel and SPSS installed in order to complete the assignment. During the class period, the professor will provide an overview of policy analysis methods and how to use data to inform decision-making. Students will then be given the opportunity to practice these methods using data sets provided by the professor. At the end of the assignment, students should be familiar with the methods of policy analysis and how to use data to make informed decisions.

4. Case Study/Data Assignments (25%)

For this assignment, students will complete six take-home assignments that will practice the skills and knowledge they acquired during the in-class assignment. The case studies or data sets provided by the professor may be used to complete the assignments. Each of the six assignments will correspond to one of the learning modules in the course. Students should: 1) read the case study or data set and identify the relevant information; 2) analyze the data and draw conclusions based on their findings; 3) explain the implications of their conclusions in terms of policy implications; and 4) provide thoughtful recommendations based on their findings. Upon completion, the assignments should be submitted to the professor for review via the Blackboard link by 11:59 pm on the second Sunday of the module.

5. Policy Analysis Paper & Presentation 25%

This final individual assignment requires students to complete a research paper on a topic related to public analysis and decision-making. The paper must be 10-15 pages in length and formatted according to the APA (American Psychological Association) style guide. Students should include an introduction, body, and conclusion, as well as appropriate headings and subheadings to organize the content. They should identify a problem facing society, analyze the root causes and potential consequences, evaluate potential solutions and the likely outcomes of each, make an informed decision based on available evidence, and discuss the implications of the decision and its potential impact on society. Research should be conducted using scholarly articles and other credible sources, and the research should be incorporated into the paper in a clear and concise manner. Additionally, the paper should include a policy analysis recommendation and a presentation. To ensure the highest quality of work, students should edit and proofread their paper for clarity, grammar, and spelling errors, and submit it by the given deadline for grading.

GRADING CRITERIA

Grade	Description
A: 100-90	Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
B: 89-80	Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.
C: 79-70	Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
F: 69 and below	Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the *Blackboard* learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need access to a computer/laptop, scanner, webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. **Check that your computer hardware and software are up-to-date and can access all parts of the course.**

Suppose you do not have word-processing software. In that case, you can download Word and other Microsoft Office programs (including **Excel**, PowerPoint, Outlook, **SPSS** and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#), as they are explicitly trained in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Because this is a hybrid class there are several ways, we can keep the communication channels open:

- **Office Hours:** Please contact me to set up a meeting via telephone/*Blackboard* Collaborate/Zoom/Teams
- **Email:** UTEP e-mail is the best way to contact me. I will attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, email from your UTEP student account, and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, put your first and last name and university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes, communication online can be challenging. We can miscommunicate or misunderstand what our classmates mean, given the lack of body language and immediate feedback. Therefore, please keep this netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be

considered private and confidential. What is posted in these online spaces is intended for classmates and professors only? Please do not copy documents and paste them to a publicly accessible website, blog, or another area.

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in f2f classes and the course's online learning activities. Your participation in the system is essential for your learning and success and for creating a learner's community. The completion of the following activities determines participation:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in an engaging discussion with your peers on the discussion boards
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND COURSE DROP POLICY

I will not drop you from the course. However, if you feel that you cannot complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

All Assignments

- Review the assignment deadlines listed in the Course Calendar. No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Make-up work may be in a different format than the original work, require more intensive preparation, and be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. Therefore, it is essential to reach out to me— in advance if possible—and explain with proper documentation why you missed a given course requirement. No further extensions or exceptions will be granted once a deadline has been established for make-up work.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and computer. I also suggest you save all your work (answers to discussion questions and assignments) in a separate Word document as a backup. This way, you will prove that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after completing at least half of the course requirements. Talk to me immediately if you believe an

incomplete is warranted. If granted, we will establish a contract of work to be completed within deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship to the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to cheating, plagiarism, and collusion. Affairs may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to access class lectures and group discussions. So on, in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstances. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, including your fellow students, teaching assistants, graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign has used review assignment submissions for originality and will help you learn how to correctly sources rather than paraphrase properly.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for this course. They may not be further disseminated.

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in-person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources, including online, full-text access to thousands of journals and eBooks, plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for writing style and formatting assistance, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial, Fact Sheet, and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services, including individual, couples, and group sessions, as well as career and disability assessments.

Course Calendar	
<p>Learning Module 1</p> <p>Week 1: January 17 Week 2: January 24</p>	<p style="text-align: center;">Introduction to Policy Analysis</p> <p><u>Week 1 f2f</u> <u>Week 2 Virtual</u> *Class link will be scheduled for virtual meeting</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Political Feasibility and Policy Analysis (1972) • The Universal and the Particular in Policy Analysis and Training, Weimer (2012) • Principles of Evidence-Based Policymaking (2016) • The Craft of Memo Writing (2013) <p><u>Assignments: Due Sunday by 11:59 pm</u></p> <ul style="list-style-type: none"> • Week 1: Discussion Board 1 • Week 2: Assignment #1: Case Study <p>Discussions and Assignments due Sunday at 11:59 pm</p>
<p style="text-align: center;">Module 2</p> <p>Week 3: January 31 Week 4: February 7</p>	<p style="text-align: center;">Data Collection and Management</p> <p><u>Week 1 f2f</u> <u>Week 2 Virtual</u></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • A report from the Pew-MacArthur Results First Initiative (2014) • A Typology of Governmental Action (1989) • Big data for policymaking: fad or fast track? (2017) • Meaning and significance of data analytics for the public sector <p><u>Assignments: Due Sunday by 11:59 pm</u></p> <ul style="list-style-type: none"> • Week 3: In-class Assignment #1 • Week 4: Assignment #2: Data Collection <p>Discussions and Assignments due Sunday at 11:59 pm</p>

<p>Module 3 Week 5: February 14 Week 6: February 21</p>	<p>Descriptive Statistics</p> <p>Week 3 f2f Week 4 Virtual</p> <p>Readings:</p> <ul style="list-style-type: none"> • Data Analysis Using Inferential Statistics (2014) • Descriptive Statistics for Summarizing Data (2020) <p>Assignments: Due Sunday by 11:59 pm</p> <ul style="list-style-type: none"> • Week 5: In-class Assignment #2 • Week 6: Assignment #3: Descriptive Statistics <p>Discussions and Assignments due Sunday at 11:59 pm</p>
<p>Module 4 Week 7: February 28 Week 8: March 7</p>	<p>Inferential Statistics</p> <p>Week 7 f2f Week 8 Virtual</p> <p>Readings:</p> <ul style="list-style-type: none"> • Inferential Statistics (2009) • Women, Demography, and Politics (2018) <p>Assignments: Due Sunday by 11:59 pm</p> <ul style="list-style-type: none"> • Week 7: In-class Assignment #3 • Week 8: Assignment #4: Inferential Statistics <p>Discussions and Assignments due Sunday at 11:59 pm</p>

<p style="text-align: center;">Module 5</p> <p>Week 9: March 21 Week 10: March 28</p> <p>*Spring Break Week of March 13</p>	<p style="text-align: center;">Quantitative Policy Analysis</p> <p>Week 9 f2f Week 10 Virtual</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hints for Crafting Alternative Policies (1981) • Vietnam Veterans Three Years after Vietnam: How Our Study (2010) <p>Assignments: Due Sunday by 11:59 pm</p> <ul style="list-style-type: none"> • Week 9 In-class Assignment #4 • Week 10: Assignment #5: Quantitative Policy Analysis <p>Discussions and Assignments due Sunday at 11:59 pm</p>
<p style="text-align: center;">Module 6</p> <p>Week 11: April 4 Week 12: April 11</p>	<p style="text-align: center;">Qualitative Policy Analysis</p> <p>Week 11 f2f Week 12 Virtual</p> <p>Readings:</p> <ul style="list-style-type: none"> • Setting the Agenda in the U.S. Senate: (1977) • Political Feasibility and Policy Analysis (1972) <p>Assignments: Due Sunday by 11:59 pm</p> <ul style="list-style-type: none"> • Week 11 In-class Assignment #5 • Week 12: Assignment #6: Quantitative Policy Analysis <p>Discussions and Assignments due Sunday at 11:59 pm</p>

<p align="center">Module 7</p> <p>Week 13: April 18 Week 14: April 25</p>	<p align="center">Ethical Considerations in Policy Analysis & Policy Analysis in Practice</p> <p>Week 13 Virtual Week 14 f2f</p> <p>Readings:</p> <ul style="list-style-type: none"> • Don't Slight Communication (1979) • What Ever Happened to implementation (2002) • Doing ethical policy analysis (2010) <p>Assignments: Due Sunday by 11:59 pm</p> <ul style="list-style-type: none"> • Week 13 Discussion #2 • Week 14: In-class Presentations <p>Discussions and Assignments due Sunday at 11:59 pm</p>
<p align="center">Module 8</p> <p>Week 15: May 2, 2022</p>	<p align="center">Policy Analysis in Practice</p> <p>Week 15 f2f</p> <p>In-class Presentations</p> <ul style="list-style-type: none"> • Week 15: In-class Presentations • Final Paper Due May 5th at 11:59 pm