

VIRGINIA COMMONWEALTH UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE & PUBLIC ADMINISTRATION
PADM 625
PUBLIC POLICY ANALYSIS

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If I am delayed for any reason, I will leave a message on my voicemail (828-8037). Class will meet each Tuesday afternoon/evening from 4:00-6:40 pm. A room schedule is attached to this syllabus.

"A planning document that does not present and compare alternative ways of achieving the objectives is a document that merely tries to make a case for the predetermined position."

—Henry Rowan

"The best laid schemes o'mice and men gang aft a-gley."

—Robert Burns

"There is always something to upset the most careful of human calculations."

—Ihara Saikaku

"Implementation was the Achilles' heel of the Johnson Administration's social policy."

—Walter Williams

PAD 625, Public Policy Analysis, is concerned with the examination of various methods for identifying and structuring public policy problems and issues, formulating and analyzing alternative responses, recommending policy actions for decision making, and designing and evaluating implementation plans and the means to monitor and evaluate the resulting policy outcomes.

GOALS OF THIS COURSE

This course will be presented in three main segments. The first segment will examine the political dimensions of problems and issues central to public policy making. The focus of this segment will be the political factors influencing public policy formulation. Attempts will be made to successfully achieve several goals during this part of the course. It is intended that class participants will be able to:

1. describe and analyze the public policy making process;

2. describe and discuss the environment within which public policy is formulated and the effects of this environment on public decision making;

3. identify the actors in a specific public policy making process and assess the relative position and strength of each of these them in a specific policy issue; and

4. describe the characteristics of participants in the public policy making process, and analyze their roles and methods of participation.

The second segment is designed to examine the dimensions, problems and issues that are central to public policy making process. The focus of this segment will be the role of rational decision-making in public policy formulation.

Attempts will be made to successfully achieve several goals during this segment. These include having the class participant develop the competencies to:

1. describe and explain the relationships and purposes of the basic characteristics of the rational decision-making process and its potential use and abuse in public policy formulation

2. describe, explain the use of, and be able to apply appropriately specific techniques used in rational decision-making that assist in dealing with the identification of costs and benefits as well as the setting of objectives and the selection of alternatives

Finally, the third segment will focus on policy implementation and evaluation. Policy implementation is a vital concept. No one who has seen the tremendous gap between legislation and execution, or plans and operations, can fail to grasp the fact that "implementation is a problem - an important part of any issue of public policy." Therefore, the goals of this segment will be to increase participants' ability to:

1. describe, explain the relationships between the elements of, and use a reliable methodology by which program managers can identify implementation problems and can design plans for action that will increase the likelihood of successful implementation;

2. develop skills in various techniques of program scheduling, including work breakdown schedule and network analysis concepts such as PERT and CPM;

3. use appropriate software in project scheduling; and

4. describe the need for policy evaluation, describe and distinguish between the various forms that such evaluation can take, and have the ability to justify when each method of evaluation is most appropriate.

Class participants will also learn how to use appropriate micro-computer software vital to the policy-making and policy implementation process. This software will include electronic

spreadsheets, Expert Choice, and Microsoft Project 98.

For your guidance, Bloom's "Taxonomy of Educational Objectives" suggests that *Knowledge (K)* can be defined as: to describe, to recall, to define, to name, to recognize, to list, etc.

Comprehension/analysis/evaluation (C) can be defined as: to understand, to have insight into, to distinguish, to categorize, to analyze, to discriminate, to contrast, to select, to support, to compare.

Application (A) can be defined as: to apply, to demonstrate, to use, etc. It is my opinion that usually learning takes place in the K-C-A sequence.

GENERAL COURSE OUTLINE

The first session is basically introductory but essential. Very few terms have as many meanings as "public policy analysis" and it will become obvious that there are as many approaches to public policy analysis as there are definitions. The implication of these various definitions and the various approaches will be outlined in Session 1. A discussion of the characteristics of public policy making that is relevant to the public administrator and the value of a multi-perspective approach to the analysis of public policy formulation will also be provided in this meeting.

Session 2 will focus on the characteristics of the public policy making process and the public policy system.

In session 3 we will examine in depth the characteristics and assumptions of various approaches to policy analysis. At the two extremes are the rational-economic approach and the incremental approach. Since both of these "models" are based upon assumptions that are not always valid, hybrids have been developed. We will examine two of these hybrids—the mixed-scanning model of Etzioni and the optimal-policy model of Dror. We will see that ideological biases can be manifested even in (or especially in) the rational decision-making approach. We must therefore develop processes that will detect such biases.

Even though Session 3 has identified many weaknesses of the pure rational-economic approach, we shall spend the rest of the course, starting with Session 4, exploring and using the components of this model of decision-making. Each component must be discussed in light of the levels of planning (strategic, managerial or operational). Unless otherwise stated, examples will be given using the strategic level. Session 4 will begin by discussing ways of identifying problems and how to transform these problem statements into strategic goals and finally strategic objectives. We will also discuss during this session the kinds of information (data program measures) that will enable us to assess our progress toward reaching these strategic goals and objectives. In Session 4 (and probably part of 5) we will write and critique goals, objectives and program measures.

In Session 5 we will discuss ways of generating "means" (alternatives) by which we would reach the "ends"—the strategic goals and objectives, and the characteristics of these "means." However, these "means" (we will use the word alternative) will have to perform in the future so we must spend some time exploring methodologies that can be used to forecast the future.

In Session 6 we will discuss how to identify the consequences (costs and benefits) of alternatives

and how to determine the effects of any "uncertainty" in our estimates of costs and benefits.

These costs and benefits usually do not happen at the same time but rather in a "stream" over years. Since both costs and benefits are not evenly distributed over this "time stream" we must find a way of making them equivalent. As a result we will discuss the use of "discounting" to find the "present worth." This important topic and a discussion of how to deal with the problems of risk and uncertainty is the focus of Session 7.

Given all of this information we will use information presented in Sessions 8, 9 and 10 to select the "best" alternative for a given objective.

It has become generally recognized that implementation is a very large part of most public policy problems. In order to increase the probability of successful operations it is vital that we can develop a methodology by which analysts can address implementation problems, identify potential obstacles and, with this knowledge in hand, design implementation management strategies that will increase the prospect of successful implementation. Thus we will spend Session 10 discussing implementation feasibility analysis.

During Sessions 11-14 participants will develop competencies in program scheduling, monitoring and control. This will entail preparing a work or detailed management plan for the alternative selected and identifying appropriate milestones by which to assess the status of the program and methods by which to compare actual versus planned status.

We will finally see if our selection was correct by carrying out post-activity evaluation using the techniques discussed in Session 15.

RESOURCES

The resources we will use in this course are:

Wooldridge, "Selected Readings in Policy Analysis"

Patton & Sawicki, Basic Methods of Policy Analysis and Planning, 2nd Edition

Bardach, E., The Eight-Step Path of Policy Analysis (A Handbook for Practice)

Expert Choice, A Decision Support [DS] Software package to be made available by the instructor

Supplemental readings will be assigned as needed. Participants are urged to read relevant professional journals and newspapers for additional insight about policy analysis. Articles that participants believe worthy of some class discussion should be brought to class for consideration by other participants. Participants should feel free to develop additional readings for their own background information needs and skill development. It is important that participants become aware of the various journals of interest published by the professional associations and universities. They include:

Public Administration Review
County Yearbook
The American Political Science Review
Advisory Commission on Intergovernmental Relations Reports
Public Interest
State Government
National Tax Journal
Public Management
Public Policy
Annals of the American Academy of Political & Social Science
Policy Sciences
Policy Analysis
Municipal Management
Municipal Yearbook
Resources in Review
Government Finance
Auditor of Public Accounts
Urban Finance Quarterly
Government Accountants Journal
American Economic Review
Public Administration Quarterly
HUD Users Publication
American Review of Public Administration
U.S. Department of Commerce: Bureau of the Census
Sage Public Administration Abstracts
American Demographics
The Futurist
Futures: The Journal of Planning
Journal of Policy and Forecasting Analysis and Management
Policy Review
Management Science and Policy Analysis
Reports of the General Accounting Office, and the Joint Legislative Audit and Review
Commission

Be sure to be familiar with the endnotes and references in your readings.

It is important that participants use the various computerized library databases, such as Psych Lit, Wils (a social science database), ERIC (an education database), and NABS (newspaper abstracts), PAIS, DISS (dissertation abstracts) and ABI (a business/management database), that can be accessed on the Web and are useful in carrying out your research. Be sure to discover the resources available in Government Documents section of the library as well. "Surf" the Internet to discover the wide variety of resources it contains. The PAD program has arranged a training session on the library databases and the use of the Internet/WWW. This is scheduled for Saturday, September 11th, from 10 am - 12 noon in the library computer-training room on the 1st

floor of Cabell, across from the Reference Desk. Since space is limited, please call the PADM Office at 828-1046 to reserve a space. You are also urged to have adequate electronic spreadsheet skills.

PARTICIPANTS' RESPONSIBILITIES

You should be alert to the fact that fifteen (15) three-hour sessions are scheduled for this course during this term. The last session will be held during the examination week. There will be no class session on October 12th, since I will be at a professional conference, and very likely no class on the 19th since I am scheduled to be involved in a VCU project in Kazakhstan. This session will probably have to be made up.

Since it is expected that you will actively participate in class discussion, it is necessary that you complete the assigned readings prior to class time. **YOU SHOULD DEVELOP QUESTIONS THAT WILL HELP YOU BETTER UNDERSTAND THE READING MATERIAL.** Class sessions will be spent responding to your questions and presenting new material.

You are advised to use the syllabus as an aid in doing the readings. I might even throw in a "pop quiz" to assess your comprehension of the readings. These results will not count towards your grade. I recognize that this course requires a large amount of reading and that the educational value of this experience to you is a function of your preparedness so please read each assignment closely. **SINCE THE GRADED ASSIGNMENTS WILL REQUIRE REFERENCES TO THE LITERATURE YOU MIGHT FIND IT USEFUL TO TAKE COMPLETE NOTES AS YOU DO THE READINGS.**

Class participants must be aware that two supplemental goals of this course are the enhancement of writing skills and of library and electronic media research skills. Therefore participants can expect to spend considerable time doing research for the four written assignments. Experience of previous classes leads me to expect that you will probably spend, at least, an average of 8-12 hours per week doing the work for this course. I would like feedback from you as to the amount of time required to successfully complete the work for this course so please keep track as you do the assignments/readings.

Please make sure that you are clear as to the expectations of in-class and written assignments and that you obtain adequate feedback on your performance. Since an additional goal of this class is the fostering of adequate communication skills, you are urged to examine your written work for deficiencies in clarity of presentation. Specific minimum learning objectives have been identified for each class session. You should achieve those objectives through the readings, class discussions, lecture or any other means. Let me know if you feel that these objectives have not been met.

IT IS EXPECTED THAT CLASS PARTICIPANTS WILL ATTEND EVERY SESSION. ABSENCE FROM A SIGNIFICANT PORTION OF ANY CLASS SESSION WILL BE COUNTED AS A FULL ABSENCE.

Unexcused violation of this attendance policy before the mid-point of the class will result in a student being administratively withdrawn. If this policy is violated after the withdrawal deadline, a failing grade will be issued. An excused absent can be discussed, in advance, with us.

After teaching at VCU for more than fifteen and a half years, I have identified three characteristics of those course participants that experience difficulty in my courses.

- They do not do the readings and take good notes before the appropriate class session.
- They miss class sessions (even for good reasons) and do not make plans to record the session or at least get class notes before the next session.
- They do not take my advice to begin the assignments the first night we begin to discuss the topic but rather wait until the weekend before the assignment is due.

If you have doubts about the speed and comprehensiveness of your note-taking, please feel free to record the class sessions. I like to think that each session contains many "golden words of wisdom."

WRITTEN ASSIGNMENTS

There will be three graded assignments in this course:

Assignment #1

Essay on Approaches to Policy Analysis, Due Session 5 (approximately 10-12 pages), 15% of grade

Assignment #2

An issues paper that will trace a public policy issue through problem identification to policy implementation. It will be turned in and graded in three parts:

Part I, due Session 7

Part II, due Session 11

Entire paper, including Part III, due Session 15

75% of grade

Assignment #3

Exercise in multi-criteria decision making, Due Session 12, 10% of grade

A detailed description of Assignment I is provided at the end of this course syllabus. Detailed descriptions of the other assignment will be provided before the assignment is to begin. **ALL ASSIGNMENTS EXCEPT PART 3 OF #2 MUST BE TURNED IN NO LATER THAN TWO DAYS AFTER THE SESSION INDICATED. THE LAST ASSIGNMENT MUST BE TURNED IN THE NIGHT OF THE LAST CLASS. LATE PAPERS WILL BE PENALIZED.** Since each of these will require time to complete, you might find it useful to begin the assignment

as soon as you receive it. Each of these five written assignments should reflect graduate level work. That is, the written work meets the objectives of the assignment, is in clear correct English and shows conceptual understanding of major issues with pertinent points discussed in a way that demonstrates some creativity or originality (rather than merely stringing together a series of quotes). There should be a good grasp of the reading material evidenced and quoted in the written assignments. These assignments will require research into materials additional to the assigned readings. These written efforts should reflect the writing style, tone and approach of such professionally-orientated journals as the Public Administration Review, Public Productivity Review, Budgeting and Financial Management and/or Public Personnel Management.

Class participants should use a standard manual of style, such as the American Psychological Association, and use its suggested format in all written work. Please indicate on the assignment which manual of style you are using.

After the first assignment, any written assignment that, in my opinion, does not reflect graduate-level writing performance including the use of a "manual of style," will be returned ungraded and the revised submission will be considered late.

IN ADDITION EACH PARTICIPANT WILL BE EXPECTED TO READ THE CLASS BLACKBOARD SITE AS FREQUENTLY AS POSSIBLE, AT LEAST TWICE A WEEK, CERTAINLY BEFORE EACH CLASS SESSION AND TO POST A MESSAGE AT LEAST ONCE EVERY TWO WEEKS. I will use the Blackboard site to communicate with class participants about changes in class schedule/requirements, useful resources, current events, etc, and as a medium to facilitate communication between class participants. You access Blackboard through its URL address <http://blackboard.vcu.edu>. Your VCU e-mail login is to be used, as is your VCU e-mail password. Blackboard contains an online student manual, which you should master as soon as possible. If you don't already have a VCU e-mail account, you must immediately go to the VCU website (www.vcu.edu), click on "Information Technology" then "students" and follow the instructions to create an account. If you also don't have a VCU OneCard, I would assume you need to follow the instructions for "incoming students." E-mail me if you still have problems. I will use Blackboard to bring to your attention current events relevant to this course, post lecture notes, and bring to your attention other required resources. I want you to share useful information. Since I might send either individual or group e-mails to you using Blackboard, you should make it a point to read your VCU e-mail daily.

In the current VCU Resource Guide, which can be found on the VCU Web site, there is a description of the University's Honor System. It describes "Pledged" and "Unpledged" assignments. Just to confuse you, the assignments in this course will be a hybrid of these two concepts. You are encouraged to share useful resources and to discuss your potential responses to these assignments and to both offer and to receive assistance in using the electronic spreadsheet in completing assignments two and four. However cheating, plagiarism, the facilitation of academic dishonesty, abuse of academic materials, stealing, or lying will be considered violations of the VCU Honor System.

Please be aware of VCU's Sexual Harassment Policy, and "Disruptive" Student policy,

which can be found in the Resource Guide.

I am discouraging the use of "Incompletes". Please make every effort to complete all of the assignments before the end of the grading period. If, for some unavoidable reason you must request an "Incomplete," you must notify me in advance and complete the necessary paper work. However, when the incomplete assignment is turned in, it will be considered late, unless there is an approved excuse such as illness. Unless written approval from me for an extension is granted, all incompletes must be satisfied within 30 days of the end of the semester. Likewise, if you decided to withdraw from this course you must do it before the tenth week of class, and after completing the necessary paper work.

Special Notes:

If you would like to demonstrate your mastery of the course objectives by some means other than one or more of the four graded assignments please discuss with me what you would like to do. This discussion must take place before the assignment is due.

Again, I would like to have feedback as to the relative "benefits/costs" associated with each assignment. Please make a mental note as you complete the assignment and report your perceptions to us at the end of the course.

I strongly urge you to use, during this course, computer communication technologies such as e-mail, the Internet and the World Wide Web. You must, however, be aware of the possible invasion of your personal privacy while and after using these technologies. E-mail can be stored and reviewed by others. Visiting some Web sites can result in "cookies" being implanted in your computer that allow others to know other Web sites you have visited and even read other computer files on your hard drive. Many recent articles have been published on this subject in the popular press and I urge that you become familiar with these possible dangers. Certainly become familiar with and comply with the University's "Ethics Policy on Computing," which can be found in the VCU Resource Guide.

MY RESPONSIBILITIES

I will be responsible for leading an in-depth discussion and providing clearly articulated learning objectives on each subject area; furnishing class participants with adequate bibliographies and electronic sources covering the field; and counseling you in regard to preparation for the assignments. I will be delighted to review drafts of your work before final submission. Participants can "re-do" two (in assignment #2, that would mean two parts) of the assignments if they wish. The final grade will be the mean of the two efforts. I will also provide feedback on your performance after each graded assignment and be available to meet with you at a mutually convenient time.

I will have office hours from 1:30 until 3pm on Tuesdays and from 2-5 pm and 6-7pm on Thursdays. I can be available for appointments at these times, and before and after the class sessions. I can arrange to be available at Henrico on agreed upon times, before and after the

assignment due dates. You can take your chances on "dropping in" on at the specified times, but even at those times it would be better to call ahead since there are often committee meetings, etc. I am delighted to meet with you and, in addition, will guarantee to return your calls and e-mail messages.

As an instructor, I am concerned about the equality of access to education. Also Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Virginia Commonwealth University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the Academic Campus. After meeting with the coordinator, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities. To that end, I am happy to work with students to make reasonable accommodations in instruction and testing. If you have a documented disability of any kind that requires accommodation, please inform me in writing before the end of the second week of this class.

PAD 625 PUBLIC POLICY ANALYSIS
Course Schedule

- Session 1 Introduction to Public Policy Analysis Course Components and Requirements
- Session 2 Characteristics of the Policy Making Process and System
- Session 3 Approaches to Policy-Making
- Session 4 The Rational Policy-Making Process: Problem Identification and Development of Strategic Goals and Objectives. Development of Critique of Goals, Objectives and Measures of Effectiveness
- Session 5 Identification of Alternative Strategies and Forecasting the Future
- Session 6 Identification of Costs and Benefits
- Session 7 Time, Discounting, Risk and Uncertainty
- Session 8 Techniques for Selecting Alternatives
- Session 9 Multiple Objective Decision-Making
- Session 10 Multiple Objective Decision- Making (cont.)
Implementation Feasibility Analysis and Management Implementation Strategy
- Session 11 Introduction to Policy Scheduling, Monitoring and Control: Techniques of Task Identification and Introduction to Program Scheduling/Work Breakdown Schedules, and Gantt Charts
- Session 12 Introduction to Network Analysis
- Session 13 Network Analysis (con't)
- Session 14 Policy Monitoring and Control
- Session 15 Introduction to Program Evaluation

Session 1: Introduction to Public Policy Analysis

Course Components and Requirements

- A. Definition of key terms
- B. Elements of the policy process
- C. Characteristics of public policy making relevant to the public administrator

Readings:

Patton & Sawicki, ch. 1
Bardach, Introduction, Appendix A & B

Objectives:

At the end of this Session you should be able to:

1. Define key terms in policy analysis
2. Identify key questions policy analysis asks
3. Describe the characteristics of public policy making that are relevant to public administrators/planners

Session 2: Characteristics of the Policy Making Process and System

Participants in the Policy Making Process
Characteristics of the Policy Making Process
Components of the Policy Making System

Objectives:

At the end of this session, participants will be able to describe typical participants in the policy making process and characteristics of the process and system.

Readings:

Hambrick, "Building the Policy Studies Enterprise: A Work in Progress"
Shafritz & Russell, Introducing Public Administration, ch. 2
Coplin & O'Leary, PRINCE

Session 3: Approaches to Decision-Making

- A. Ideological foundations of policy-making
- B. Approaches to policy-making
 1. Incremental
 2. Rational
 3. Mix-Scanning
 4. Optimal

5. Internally determined policies
6. Externally determined policies

Readings (please read in depth in this order):

Lindblom, C. "The Science of Muddling Through," PAR, Spring 1959
 Etzioni, A. "Mixed Scanning: A 'Third' Approach to Decision-Making," Public Administration Review, Dec. 1967
 Dror, Y. "Muddling Through - Science or Inertia," PAR, September 1964
 Allison, Graham, "Conceptual Models and the Cuban Missile Crisis"
 Kramer, Fred, "Policy Analysis as Ideology," Public Administration Review (September/October 1975)
 Treadway, Jack, "Policy making in the States," ch. 5

Objectives:

By the end of Session 3, participants will be able to:

1. Name at least eight (8) decision-making models.
2. Describe the steps in the incremental, the systems analysis and at least two other models
3. Identify the advantages and disadvantages of the eight (8) decision-models discussed in Objectives 1 and 2.
4. For each of the eight (8) models described in Objectives 1 and 2, identify the assumptions vital to its success
5. Identify ways in which ideological biases can be reflected in rational-economic decision-making
6. Develop a process that will detect ideological biases in decision-making

Sessions 4: The Rational Policy-Making Process: Problem Identification and Development of Strategic Goals and Objectives. Development of Critique of Goals, Objectives and Measures of Effectiveness.

- A. The rational-comprehensive approach to decision-formulation and analysis
 1. Historical development of systems analysis
 2. The process and stages of analysis
- B. Techniques used in identifying problems
- C. Development and use of strategic goals and objectives
- D. Characteristics of strategic goals and objectives
- E. Characteristics of measures of effectiveness

Readings:

Patton & Sawicki, chs. 3 & 4
 Barbach, chs. 2 & 3 and Part II

Objectives:

By the end of Session 4, participants will be able to.

1. Describe the historical development of systematic analysis.
2. Describe the steps in systematic analysis and be able to explain the relationship between them.
3. Define goals, objectives and measures of effectiveness
4. Develop methodologies that will enable them to assess the validity and usefulness of goal and objective statements and indicators of measures of effectiveness.
5. Describe the characteristics of problem identification.

Participants will also be able to write and critique strategic goals and objectives and develop adequate and sufficient measures of effectiveness.

Session 5: Developing Alternative Strategies and Forecasting the Future

- A. Techniques of identifying alternatives
- B. Techniques of technological forecasting

Readings:

Chambers, et al, "How to Choose the Right Forecasting Technique"
Patton & Sawicki, Ch.. 6 & pp. 258-275
Barbach, Chs., 3 & 5

Objectives:

By the end of Session 5, participants will be able to:

1. Define the term "alternative" and describe the characteristics of alternatives
2. Discuss the need for forecasting, be able to describe and assess several techniques used and be able to carry out forecasting efforts using at least two different techniques
3. Describe the Delphi method and identify its main advantages and disadvantages

Session 6: Identification of Costs and Benefits

- A. Costing out alternatives
- B. Estimating effectiveness
- C. The importance of sensitivity analysis
- D. Dade County - Swimming Pool Exercise

Readings:

Wooldridge, "Estimating the Costs of Program Alternatives"

Objectives:

By the end of Session 6, participants will be able to:

1. Identify the factors necessary in costing out an alternative.
2. Identify various approaches used in determining the effectiveness of an alternative.
3. Define the term "sensitivity analysis" and be able to analyze decisions for sensitivity.

Session 7: Time, Discounting, Risk, and Uncertainty

Readings (please read in this order):

Patton & Sawicki, pp. 275-300

Wooldridge, "Time Value of Money," "Sensitivity Analysis" and "Decision-making under Risk and Uncertainty"

Kramer, "The Discounting to Present Value Technique"

Objectives:

By the end of Session 7 participants will be able to:

1. Describe the purpose of discounting and discuss the several methods of selecting the discount rate
2. Determine the equivalent values of several streams of costs and benefits
3. Distinguish between "decision-making under risk" and "decision-making under uncertainty"
4. Describe the purpose and basic assumptions of such techniques as:
 - a. expected value
 - b. minimax/maximin
 - c. Hurwicz Criterion
 - d. Minimax Regret Criterion
 - e. Laplace Criterion
5. Work problems using the above five (5) approaches

Session 8: Techniques for Selecting Alternatives

- A. Cost effectiveness
- B. Cost-benefit
- C. Marginal Cost-benefit
- D. Net Present Value

Readings:

Wooldridge, Handouts

Barbach, Ch.. 4

Objectives:

By the end of Session 8, participants will be able to:

1. Define:

- a. Cost-effectiveness analysis
 - b. Cost-benefit analysis
 - c. Marginal cost-benefit analysis
 - d. Net-present value
2. Use the appropriate methods to rank alternatives in terms of economic preferability

Sessions 9 & 10: Multiple Objectives Decision-Making

- A. "Score Card Technique"
- B. Satisficing
- C. Lexicographic Ordering
- D. Additive Weighting

Readings:

MacCrimmon, "An Overview of Multiple Objective Decision Expert Choice"
Patton & Sawicki, Ch. 8
Barbach, Ch. 6

Objectives:

By the end of Session 10 participants will be able to:

1. Identify several methods of processing ranking alternatives against several objectives
2. Develop skills in solving multiple criteria problems

Session 10 (con't)

- A. Implementation Feasibility Analysis
 1. Need for concern about implementation problems
 2. Assessing the need for implementation feasibility analysis
 3. Approaches to conducting an IFA
- B. Applying Implementation Feasibility Analysis
 1. Small group analysis of case study
- C. Designing an Implementation Management Strategy
 1. Purpose of an IMS
 2. Elements of an IMS

Readings:

Wooldridge, "Increasing the Success Rate of Improvement Efforts: Integrating Implementation Feasibility Analysis into Productivity Planning"
Patton & Sawicki, pp. 207-222, 307-319
Barbach, Chs. 7 & 8

Objectives:

At the end of this Session participants will.

1. have an attitude of increased appreciation towards problems of program implementation
2. know the intent of implementation feasibility analysis and implementation management strategy
3. be able to describe and justify the components of an implementation feasibility analysis
4. conduct an implementation feasibility analysis on a case study
5. describe the purpose of an implementation management strategy
6. conduct a preliminary design of an IMS

Session 11: Introduction to Policy Scheduling, Monitoring and Control: Techniques of Task Identification and Introduction to Program Scheduling.

Work Breakdown Schedules, and Gantt Charts.

- A. steps in task identification
- B. work breakdown structure
- C. elements of a WBS
- D. designing a WBS
- E. Gantt charts
- F. Milestone charts

Readings:

Patton & Sawicki, Ch. 9

Objectives:

At the end of this Session, participants will be able to:

1. Define and discuss such terms as Project, Project Management, Activity (Super Task), Tasks, and Milestones.
2. Define and discuss the terms, Scheduling, Monitoring and Control, distinguish between them and explain their role in project management.
3. Use the concept of "Backchaining" to identify the activities and tasks needed to complete a project.
4. Estimate time duration for each task.
5. Describe the characteristics and utility of Work Breakdown Schedules
6. Describe the conditions under which the WBS is most useful
7. Develop a Work Breakdown Schedule for a project that will contain the following information:
 - a. Name of Project, identification of Activity, identification of Task, and for each task:
 - i. Task name, duration of task, task starting and ending dates, task predecessor and successor, task duration, task financial costs, task labor requirements, responsible person, and appropriate performance measures to describe task

8. Describe the characteristics and utility of Gantt Charts and Milestone Charts
9. Describe the conditions under which each of these techniques are most useful
10. Develop a Gantt Chart using the information of the Work Breakdown Schedule,

Session 12: Introduction to Network Analysis

PERT/CPM as a Scheduling Technique

1. definition of PERT/CPM
2. identifying activities
3. sequencing activities
4. developing the network
5. preparing time estimates
6. determining earliest expected arrival time,
7. determining latest time for leaving an event
8. calculating slack time, S
9. crashing the project

Readings:

Steiss, Handout

Objectives:

At the end of this Session, participants will be able to:

1. Describe the characteristics and utility of PERT/CPM
2. Construct a PERT/CPM using data provided
3. Use their WBS to design a PERT chart
4. Convert the information of the WBS to a Network (CPM/PERT) and calculate the following information for each task:
 - a. Earliest Starting Time, Earliest Finish Time, Latest Starting Time, Latest Finish Time, Slack
5. And for the entire Project the Critical Path and Critical Tasks
6. Participants will become aware of uses of PERT/CPM in:
 - a. scheduling project activities
 - b. re-allocating resources
 - c. keeping track of consumption of resources

Session 13: Network Analysis (con't)

The use of Technology in Network Analysis

Objectives:

At the end of this session participants will develop competencies in using a software program (Micro Soft Project 98) in policy scheduling.

Session 14: Policy Monitoring and Control

- A. introduction to program monitoring
- B. use of program measures in program monitoring
- C. techniques of data collection
- D. Use of technology in policy monitoring and control

Readings:

Wooldridge, "Monitoring and Control"
Patton & Sawicki, Ch. 3

Objectives:

At the end of Session 14, participants will be able to:

1. Describe the components of a program monitoring and control system
2. Distinguish between program monitoring and program evaluation
3. Develop competencies in using technology, such as e-mail, the internet, and the Web in Policy Monitoring and Control.

Session 15: Program Evaluation

- A. Need for program evaluation
- B. What is program evaluation
- C. Evaluation vs. systems analysis
- D. Existing evaluation efforts
- E. Techniques of evaluation

Readings:

Wooldridge, "Policy Evaluation"

Objectives:

By the end of Session 15 participants will be able to:

1. Distinguish between program evaluation, program monitoring and systems analysis
2. Identify the major approaches to state and local program evaluation, and describe the advantages and disadvantages of each
3. Be able to describe the basic components of a program evaluation data collection system.

FINAL COURSE EVALUATION

PADM 625
Fall Session 1999

First Assignment
Due Session 5

Do not put your name on your response, use your examination number. Use your response to demonstrate your knowledge of and ability to use the material covered in Session 3 of the course syllabus. You should start on this assignment immediately. Probably the equivalent of ten (10) to twelve (12) double-spaced typewritten pages would answer the question but use as much space as you need to demonstrate your knowledge, understanding of, and ability to apply the concepts discussed in the literature and in class.

Please do not hesitate to ask any questions or to bring me drafts for review prior to the submission date.

1. Describe each of the eight approaches to policy analysis we discussed in class and in the readings. (45%)
2. After you have fully described each approach identify the fundamental assumptions upon which they are based. (25%)
3. Which approach do you think should be used in solving the problem identified in Chapter Thirteen of the Patton and Sawicki book? Justify your answer. (30%)

This assignment will be graded based upon the thoroughness and comprehensiveness of the descriptions of the approaches to policy analysis and the identification of assumptions fundamental to each, as well as the ability to relate the appropriate approach to the case study.