This course explores the logic and methods used in policy/program analysis. The design of programs and policies are rife with pitfalls which often lead to a failure to achieve the intended goal. The value of this course that we examine a program, determine how effective it was, find the key variables interacting to creation the outcome, and offer ways to improve the outcome of the of the program going forward. This analysis is vital to creation/recreation inherent in the policy process.

**COURSE OBJECTIVES**

1. Students will develop an understanding of the policy process and the role of analysis within that framework.

2. Students will learn the application of the analytic skills already taught and hone them through direct application in the real world.

3. Students will hone their skills to engage in critical inquiry and problem solving.

4. Students will conduct a class project (analysis of a program at the Earth Day Coalition).

5. Students will develop the ability to deliver an oral presentation in a professional manner.

**REQUIRED READING MATERIALS:**

#1 Cadillac Desert: The American West and Its Disappearing Water, Revised EditionKindle Edition by Marc Reisner (Author)

ACADEMIC INTEGRITY
Academic honesty is expected in this class. Any form of academic dishonesty will be dealt with as severely as permissible. These guidelines are found in the current Undergraduate Bulletin. If a student is unsure about what constitutes an infraction (e.g. plagiarism, cheating, copying another’s work, etc.) please direct your questions to the instructor. Please refer to the Academic Honesty statement found on the CSU website.

STUDENTS WITH DISABILITIES
Cleveland State recognizes its responsibility to create an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please note accommodations are not retroactive so it is best to register with Student Disability Services at your earliest convenience.

GRADE DETERMINATION

Reading: Reading the assigned materials is a critical ingredient determining whether or not you maximize the value of this course. Evaluation of your satisfactory completion of reading assignments will take a variety of forms (although not limited solely to the ones mentioned). Possible evaluation methods include: quizzes; answering (via email) assigned questions prior to the start of the next class to name a few. WEIGHT: 15%

Short Writing: Each student will write a weekly short paper discussing various aspects of their emerging analysis. There are limited to a maximum of one page with usual fonts (12 point), margins (one inch all around), and a title. If you have any questions, ask. WEIGHT: 25%

Project: Each student is required to produce an analysis of a program and to draw meaningful conclusions and alternative methods that might be used to achieve the program goals more efficiently. WEIGHT: 45%

Class Presentation: There will be a presentation to the class of the methods used in assessing your program and the conclusions reached. Presentations are evaluated according to content, organization, and delivery skills. Appropriate attire will be business casual. WEIGHT: 15%

Tentative Outline – Final Version and Reading List to Students by September 1
This reading outline is tentative and may be modified as the semester proceeds. The instructor will announce in class any changes in responsibilities.

Week 1: What is Public Policy, Policy Formation and Why We Analyze them? 8/24/15

Week 2: Cadillac Desert – “What was the Corp of Engineers thinking?” 8/31/15

Week 3: Logic Models 9/14/15

Week 4: Research Design 1, Variable Selection 9/21/15

Week 5: Research Design 2 9/28/15

Week 6: Data Types, Implications and Collection 10/5/15

Week 7: Qualitative Interpretation 10/19/15

Week 8: Benchmarking 1 10/26/15

Week 9: Paper Consulting -- ROUGH DRAFT DUE 11/2/15

Week 10: Benchmarking 2 11/9/15

Week 11: Analytic Conclusions and Drawing Inferences 11/16/15

Week 12-13: Class Presentations 11/23/15

Week 14: Conclusion -- FINAL PAPER DUE 12/1/14