

POLS 7320, Section OLA (CRN 1425)  
Public Policy Analysis  
Summer Session 2021

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**NOTICE ABOUT TAKING THIS SUMMER-SESSION COURSE**

This course is occurring during the full summer session, whose duration is about three-fifths of the length of a fall or spring semester. Therefore, this course will be *intense* as it proceeds more quickly than usual. Prepare to spend *nearly twice as much time* each week on your studies than you would on a course during a fall or spring semester!

Course Description

Government officials make decisions. Each of these decisions can affect millions of people and redistribute millions or billions of dollars. Some policy decisions are sound; some policy decisions are irrational. Many irrational decisions were based on the best of intentions.

This course will introduce you to explanations of how public policy is developed. It will also provide you with knowledge about a wide variety of analytical techniques for developing and evaluating policies that satisfy criteria for sound policy: efficiency, effectiveness, feasibility, ethics, equity, and others. These techniques are applicable to every conceivable environment--the public sector, the corporate sector, even your own home. By learning these techniques, you will become a more analytical thinker and have a more advanced skill as a practical, effective problem-solver.

Syllabus Supplement

Please examine the "Syllabus Supplement," which is available in the "Syllabus" module of our D2L course.

Learning Outcomes

- Be able to list and describe the models of public policymaking.
- Be able to use methods of evaluating proposed public policies.

- Know the approaches to policy evaluation for existing public programs.
- Understand the objectives of domestic and international policies.

### The Online Environment

#### 1. GENERAL RULES

This course is delivered in an asynchronous environment, which means that you will be working on your own schedule, subject to the necessary assignment deadlines. Here are some general rules:

- Course discussion is an important part of your learning experience and your grade.
- Complete your weekly assignments before you move on to the next week.
- Always check to see whether there are any new course announcements.
- For the purposes of this course, all times are expressed in U. S. Eastern Time ("ET") or Eastern Daylight Time ("EDT").
- Don't wait to learn how to use D2L.
- Use the assigned UNG E-mail account and not your personal E-mail account.
- Should a technical problem arise, address it immediately.
- Observe course "netiquette" and be considerate of others at all times.

It is your responsibility to make sure you have computer hardware and software that allow you to read and send E-mail, access the Internet, and enter the D2L website. You will normally use D2L to communicate with me or to turn in assignments.

#### 2. COMPUTER SKILLS REQUIREMENTS

In order to effectively participate in this class, you need to be able to use E-mail, type, save and attach documents to your communications, log in to D2L, post messages on discussion boards,

and save and upload documents in various formats, including but not limited to Microsoft Word and Adobe-pdf format. If you have questions regarding any of these issues, please do not hesitate to contact me.

### 3. COMMUNICATION IN D2L AND BY E-MAIL

- Always include a subject line ("POLLS 7320: [Topic]").
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your posts and E-mails. Use of emoticons might be helpful in some cases. Do not write in all capital letters.
- Use standard fonts. You never know what fonts someone else's machine can read!
- Avoid sending large attachments.
- Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

#### **STUDENT HELP RESOURCES**

- ◆ UNG Service Desk contact is (706) 864-1922 or at [helpdesk@ung.edu](mailto:helpdesk@ung.edu).
- ◆ For 24/7 support, go to <https://D2LHelp.view.usg.edu/>
- ◆ Citation Styles: APA - <http://owl.english.purdue.edu/owl/section/2/10/>
- ◆ D2L Tutorials: [https://my.ung.edu/departments/distance-education/Pages/eLearning%20\(D2L\)/Placing-a-Support-Help-Desk-Ticket.aspx](https://my.ung.edu/departments/distance-education/Pages/eLearning%20(D2L)/Placing-a-Support-Help-Desk-Ticket.aspx)

### Course Requirements

#### 1. READING

There are two required textbooks. They are:

Kraft, Michael E., and Furlong, Scott R. (2018). *Public Policy: Politics, Analysis, and Alternatives*. 6<sup>th</sup> ed. Thousand Oaks, Calif.: CQ Press.

Patton, Carl V.; Sawicki, David S.; and Clark, Jennifer J. (2013). *Basic Methods of Policy Analysis and Planning*. 3<sup>d</sup> ed. Upper Saddle River, N. J.: Pearson Education, Inc.

## 2. BULLETIN-BOARD DISCUSSIONS

I have developed a set of questions about the readings for eight of the weeks' modules (during the first week, your introduction of yourself will count as the discussion contribution). You are required to post an answer to any *two* of the questions. Then, you are required to post responses to any *two* of your classmates' posts. Your answers must be posted on the Discussion Board before 12 noon EDT on Friday of the course week. Late participation will be penalized (minus 1 point). The weekly Discussion Board will close on Monday at the end of the course week at 12 noon EDT. You will not be able to make any submissions for credit after that. When submitting your answers, be sure to include your name and which reading(s) your answers are addressing. Make sure to properly cite the reading(s) by providing name of author, title of material if there might be any ambiguity, and page number(s). The answers should not be of the "I agree" or "I disagree" type, but they should address broader theoretical or analytical themes. The answers should not merely re-state the author's words, but should reveal reflective and critical analysis.

For example:

"I am Desirée Devotee. Concerning Question 3: I think that the U. S. national government should use the rationalism model. Simply recycling past policies, as the incrementalism model does, causes public policies to be based on old ideas, old thought processes, and old technologies. When we don't use analytical methods, we are 'shooting from the hip' and 'making snap decisions based on ideology, personal experience, or limited or biased assessment of what should be done' (Kraft and Furlong, 2018, p. 122)."

I will grade it as a 2 because you followed the format and demonstrated that you read the material, but it does not show critical analysis. On the other hand, perhaps a student's answer were formulated differently, like this:

"I am Desirée Devotee. Concerning Question 3: I think that the U. S. national government should use the rationalism model more frequently because this model has so much in common with the manner in which profit-seeking corporations develop *their* plans and projects. No for-profit firm would ever build a facility without developing a well-thought-out analysis of the return on investment. The government jumps to conclusions routinely, generating significant losses. 'In one case, the government spent nearly \$1 billion on a new virtual border fence project that proved to be ineffective and was abandoned. Should the initial cost estimates have ruled this out?' (Kraft and Furlong, 2018, p. 194). Cost-benefit analysis requires a policymaker to think through the costs and benefits of a project. As Freeman wrote, cost-benefit analysis is 'nothing more than organized common sense' (quoted in Kraft and Furlong, 2018, p. 194)."

I will grade this post as a 3 because you followed the format and also demonstrated critical review of the material.

Your weekly posts will be graded using the following criteria (Point Range 3-0):

- 3 = Student adheres to all requirements of posting--that is, the student submits answers before noon on Friday, title of message clearly references discussion theme, answers make proper reference to reading, and/or answers make proper citation of readings by giving page numbers. Participation is extensive and coherent; some of the week's themes are discussed; arguments are clearly stated; topic/theme/controversy builds from and into the course's topics and goals; student clearly makes an effort to build on the week's discussion by effectively incorporating material from the course and other courses; student posts responses to classmates' posts by Monday.

- 2 = Student adheres to some or most of the requirements of posting--that is, the student submits answers before noon on Friday, title of message clearly references discussion theme, some readings are not clearly or properly referenced, and/or some answers are not properly cited or lack page numbers. Some themes are discussed; discussion refers to the readings but misses on originality or freshness (lacks effort to interpret material in an interesting and original way); discussion would have been enhanced by the use of additional sources (both in quality and quantity).

- 1 = Student has not adhered to requirements of posting--that is, the answer is vague or general, there is no title of message or document does not refer to the readings, there is no proper citation of material or reference is inaccurate, and/or there is no citation of pages or page number is inaccurate. Participation was not consistent, sufficient, focused or logical; few postings are offered throughout the week; contributions consist mostly of sparse postings such as "I agree," "Yes, you are right," "I see your point"; contributions stray from the week's theme.

- 0 = Student did not participate in that week's discussion.

*Your contributions to the class discussions will account for 24 percent of your course grade.* Participation in class discussions plays an important part in this course, both as a component of your course grade and as a way of learning the material. I expect you to contribute actively to the discussions that will be occurring throughout the course. You are encouraged to offer your own issues and questions for discussion, but they must be appropriate to the subject matter. Participation means adding your own comments and responding to those of others. Because students will not be online at the same time, the course will use the Discussion Board, and not chat rooms, for the course discussion. Weekly class discussions must be completed before you move on to the next week. Weekly class discussions will close at noon each Monday at the end of the class week. You will not be able to participate for credit after that.

#### Discussion Group Guidelines:

- Discussion is the heart of the course, so don't be bashful.
- Complete your weekly assignments and that includes class board discussions before you move on to the next week.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other class members.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

The Discussion Board is a great place to ask questions if there is anything that you don't understand and to exchange ideas with your classmates.

## Chat Guidelines:

Because there is no expectation that either students or the instructor will be online at the same time, there will be no course chat room or chat discussions.

## 3. EXAMINATIONS

There will be a midterm examination that you will take during Week 5 on Monday, July 5, from 7 to 9 p.m. EDT or Tuesday, July 6, from 1 to 3 p.m. EDT. The format of the midterm examination will be as follows: Three essay questions will appear on the exam. You will select two of them to answer. It will account for 25 percent of your grade. There will be a final examination that you will take during Week 9 on Thursday, August 6, from 7 to 9 p.m. EDT or Friday, August 6, from 1 to 3 p.m. EDT. The format of the final examination will be as follows: There will be 10 short-answer questions. It will account for 25 percent of your grade. Both examinations are closed-book, closed-notes, closed-Web-sites, etc.

Here are your options for taking the exams:

Midterm examination	Monday, July 5, 7-9 p.m. EDT	ProctorU (ProctorU will charge a fee)
	Tuesday, July 6, 1-3 p.m. EDT	ProctorU (ProctorU will charge a fee)
Final examination	Thursday, August 5, 7-9 p.m. EDT	ProctorU (ProctorU will charge a fee)
	Friday, August 6, 1-3 p.m. EDT	ProctorU (ProctorU will charge a fee)

You will need to arrange to take each exam while being supervised by ProctorU. "The fees charged for a proctored exam depend on the length of the exam and how far in advance of the exam the reservation is made." *Suggestion:* Reserve a ProctorU exam administration *at least* a week in advance. For more information, see the Web page at this URL address:

<https://my.ung.edu/departments/distance-education/Pages/Students-ProctorU.aspx>

ProctorU is an online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however you will need to schedule your proctoring session at least 72 hours in advance to avoid any on demand scheduling

fees. Creating a ProctorU account is simple! All you will need to do is visit (<https://go.proctoru.com/session/new>) and select the "Test-Taker" option.

Please be sure to review the Exam Readiness Guide located at the following link to prepare yourself and your workspace for your appointment. (<https://www.proctoru.com/exam-readiness-guide>)

ProctorU encourages you to visit the Test It Out page to ensure you have the best possible testing experience. You will be able to test your equipment and connect ProctorU representative for tech support if needed. (<http://www.proctoru.com/testitout>)

In order to use ProctorU you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Mac Operating System, and a government issued photo ID.

ProctorU Student Support can be contacted via the LiveChat feature located at ProctorU.com, by email ([help@proctoru.com](mailto:help@proctoru.com)) or by calling [855-772-8678](tel:855-772-8678).

If you don't take an examination when it is scheduled, the grade will be zero.

#### 4. POLICY ANALYSIS RESEARCH PAPER

You are required to write a policy analysis research paper about a specific *societal problem*, making extensive use of the basic policy-analysis approach that is based on the rationalism model of public policy. Your paper must (1) show an understanding of the societal problem, (2) present an enumeration of policy alternatives to address the problem, (3) analyze the various alternatives, (4) select an alternative based on the analysis, and (5) propose a practical method of evaluating your selection after it has been implemented. The research paper must be based on and must make specific reference to peer-reviewed literature of political science (i.e., your textbooks, lecture notes, peer-reviewed library books, articles in peer-reviewed political-science journals, etc.).<sup>1</sup> Reference to your textbooks is *essential*.

Students enrolled in our department's courses are required to use full-blown APA style on *all* papers (including research papers, term papers, written case-study assignments, etc.). It is

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<sup>1</sup> For advice about finding research materials, refer to the Web [page](http://faculty.UNG.edu/bfriedman/bfried/PSIAresearch/ResearchAdvice.html) at <http://faculty.UNG.edu/bfriedman/bfried/PSIAresearch/ResearchAdvice.html> .



advisable to obtain a copy of the style manual. It is available, for example, at this Web site:

<http://www.apastyle.org/pubmanual.html>

**Use the modifications to APA style** that appear at this Web page:

<http://faculty.UNG.edu/bfriedman/Courses/APAmod.html>

*On that Web page, there is a link to a sample policy analysis research paper that conforms to my modified APA requirements.*

Please take note of the miscellaneous rules about writing that appear on this Web page:

<http://faculty.UNG.edu/bfriedman/bfried/MiscRule.html>

When you are ready to submit your paper, use the "upload a file" function to submit the document to the assignment dropbox. These papers will be analyzed for plagiarism and originality by Turnitin.com. The deadline for the paper is Monday, August 2, at noon (U. S. Eastern Time). No late papers will be accepted! The paper will account for 25 percent of your course grade.

For additional information about preparing a policy analysis, see the attached article titled, "Guidelines for Preparing Policy Issue Papers."

## 5. CHEATING AND PLAGIARISM

The integrity code of the University of North Georgia--"On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do"--reflects the university's commitment to academic integrity. The "Academic Integrity Policy" (2020-2021 *Undergraduate Bulletin*, at [https://catalog.ung.edu/content.php?catoid=28&navoid=927#academic\\_integrity\\_policy](https://catalog.ung.edu/content.php?catoid=28&navoid=927#academic_integrity_policy) ; see also the Student Handbook) and the "Academic and Professional Integrity Policy" (described in the 2020-2021 *Graduate Bulletin* at [https://catalog.ung.edu/content.php?catoid=29&navoid=984#Academic\\_and\\_Professional\\_Integrity\\_Policy](https://catalog.ung.edu/content.php?catoid=29&navoid=984#Academic_and_Professional_Integrity_Policy) ) are incorporated herein by reference. Please note that in this course, as in all others at UNG, plagiarism and other forms of cheating are expressly prohibited. Your papers will be analyzed for plagiarism and originality by Turnitin.com. Any student who commits plagiarism or cheating may receive a reduced grade, which may involve a failing grade, and his or her

matriculation in the M.P.A. Program may be terminated by the M.P.A. Advisory Committee. A report of the incident will be provided to the university's Academic Integrity Council. The council and the provost may take additional action, which may include a formal reprimand, probation, suspension, or expulsion.

## 6. COMPOSITION

The first week's course content includes instructions about "Composing Messages and Papers." The instructions are incorporated in this syllabus by reference. I expect graduate students to write coherent English. Persistent errors of syntax, grammar, word choice, etc., can adversely affect your scores on assignments.

## 7. COPYRIGHT COMPLIANCE

Both federal and state laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, the University of North Georgia expressly forbids the copying of such materials supplied by or used in the university. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the university pursuant to the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

## 8. INCORPORATION OF OTHER CONTROLLING AUTHORITY

The contents of the following are incorporated by reference:

- All of the rules, regulations, and standards published in UNG's undergraduate and graduate bulletins.
- The supplementary information that appears on the Web page at this URL address:

<http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

## 9. ACCESSIBILITY STATEMENT

*If you need this document in another format, please contact the Department of Political Science and International Affairs by E-mail ( polsia-dah@UNG.edu ) or by telephone (706-864-1628).*

Course Grades

Your instructor uses the conventional grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; below 60%, F.

Course grades are available on BANNER within about two business days of the end of final examinations. Except in emergency situations, please do not request grades by telephone, E-mail, or similar method.

Schedule of Assignments

<u>Week</u>	<u>Beginning Date</u>	<u>Topic</u>	<u>Readings</u>
<b>1</b>	June 7	Welcome Introduction of Participants Orientation to Technology Composing Messages and Papers Protection of Privacy and Intellectual Property Quiz (counts as 1 percent of course grade) Introduction to models of public policy	KF, pp. 2-35, 78-82
<b>2</b>	June 14	Institutionalism Policy process Group theory Subgovernment model Elitism	KF, pp. 36-61, 65-77, 82-106
<b>3</b>	June 21	Public choice Systems theory Incrementalism Rationalism	KF, pp. 61-65, 118-145
<b>4</b>	June 28	Game theory Innovation and diffusion Technocracy Behavioralism Strategy Cause and effect	

<u>Week</u>	<u>Beginning Date</u>	<u>Topic</u>	<u>Readings</u>
5	July 5	MIDTERM EXAMINATION (July 5 or 6) Explanation of policy analysis research paper Introduction to public policy analysis Principles Equity and ethics Whistleblowing	KF, pp. 188-192 PSC, pp. 1-20, 27-39
6	July 12	Policy analysis process Methods: interviews and surveys Reporting	KF, pp. 211-219 PSC, pp. 21-27, 40-103, 125-139
7	July 19	Problem definition Political analysis Evaluation criteria Identifying alternative policies Evaluating alternative policies Selection	KF, pp. 107-116, 146-188, 192-211 PSC, pp. 140-242, 314-340
8	July 26	Monitoring and evaluating implemented policies Experimental and quasi-experimental designs Policy analysis paper due (Monday, end of week)	PSC, pp. 341-374
9	Aug. 2	FINAL EXAMINATION (August 5 or 6)	

## GUIDELINES FOR PREPARING POLICY ISSUE PAPERS

By William N. Dunn<sup>2</sup>

The process of policy analysis may be initiated at any point after some stakeholder<sup>3</sup> perceives the existence of a problematic situation; that is, a situation where there is a sense of uneasiness or frustration about the satisfaction of some need, value, or opportunity.<sup>4</sup> In policy analysis it is important to distinguish between problematic situations and policy problems per se, since a given problematic situation permits many alternative formulations of the "problem." A policy maker, for example, may recognize the need for assistance in clarifying or resolving a problematic situation but nevertheless may be unable to say definitely what the problem is. By contrast, a policy analyst, legislator, or client group may suggest to policy makers that some problematic situation be investigated. A policy analysis may then be undertaken by commissioning an analyst within or outside an agency or by contracting policy analysts in universities, nonprofit research institutes, or private consulting firms.

However the process of policy analysis is initiated, policy makers and policy analysts are themselves often unclear about the nature and scope of the problem to be investigated. [Various] stakeholders, while agreeing on the existence of a problematic situation, frequently disagree about the nature of policy problems and their solutions. The existence of policy issues--that is, conflicts among stakeholders about the nature and range of possible solutions for policy problems--is the main reason why methods of problem structuring are central for public policy analysis. Policy problems are not "givens"; they are rather mental constructs that come about as different stakeholders react to the same problematic

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<sup>2</sup> Appendix 1 in Dunn, *Public Policy Analysis: An Introduction* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1981), pp. 360-363.

<sup>3</sup> Policy stakeholders . . . are individuals or groups who affect and are affected by the process of policy formation and implementation.

<sup>4</sup> See Russell L. Ackoff, *Redesigning the Future: A Systems Approach to Societal Problems* (New York: John Wiley, 1984); and John Dewey, *Essays in Experimental Logic* (New York: Dover, 1953).

situation. In other words, many of the most important policy problems are "ill structured," "messy," or "squishy," such that a large part of the task of policy analysis is to structure the problem itself.<sup>5</sup>

#### Purposes of a Policy Issue Paper

The main purpose of a policy issue paper is to structure policy problems. Consequently, a major task is to determine what policy makers and other stakeholders really want to accomplish. "Ultimate goals," as Quade observes,

may be easy to state but more immediate objectives that lead toward them are harder to determine. . . . It is easy for an analyst to accept a client's view of what is wanted without further discussion and then to set about searching for feasible alternatives and gathering data without giving a thought as to whether the stated objective, if attained, will contribute to solving the problem under attack.<sup>6</sup>

All of this is to say that the fatal error in policy analysis is solving the wrong problem. "We fail more often because we solve the wrong problem than because we get the wrong solution to the right problem."<sup>7</sup>

A policy issue paper should provide answers to a number of questions. What actual or potential courses of action are the objects of conflict or disagreement among stakeholders? In what [various] ways may the problem be defined? What [are] the scope

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<sup>5</sup> On "ill-structured," "messy," and "squishy" problems see, respectively, Ian I. Mitroff and Francisco Sagasti, "Epistemology as General Systems Theory: An Approach to the Design of Complex Decision-Making Experiments," *Philosophy of Social Sciences* 3 (1973), 117-134; Russell L. Ackoff, "Beyond Problem Solving," *General Systems*, XIX (1974), 237-239; and Ralph E. Strauch, "A Critical Look at Quantitative Methodology," *Policy Analysis* 2 (1976), 121-44.

<sup>6</sup> E. S. Quade, *Analysis for Public Decisions* (New York: American Elsevier Publishing Company, 1975), p. 68.

<sup>7</sup> Ackoff, *Redesigning the Future*, p. 21.

and severity of the problem? How is the problem likely to change in future months or years? What goals and objectives should be pursued to solve the problem? How can the degree of success in achieving objectives be measured? What activities are now under way to resolve the problem? What new or adapted policy alternatives should be considered as ways to resolve the problem? Which alternative(s) are preferable, given certain goals and objectives?

Focus and Forms of the Policy Issue Paper

The policy issue paper may address policy problems in a wide variety of issue areas: health, education, welfare, crime, labor, energy, foreign aid, national security, human rights, and so on. Papers in any one of these issue areas may focus on problems at one or more levels of government. Health and air pollution, for example, are international, national, and local in scope. The policy issue paper may also take a number of specific forms, depending on the audience and the particular issue at hand. Thus, issue papers may be presented in the form of "staff reports," "briefing papers," "options papers," or so-called "white papers."<sup>8</sup> An illustrative list of issues that may serve as the [basis] of a policy issue paper is presented below [but note that *your* paper in POLS 4330/7320 should begin with a *societal problem*, not with a pre-existing set of assumptions and alternatives].

- Which of several alternative contracts should be accepted by a union bargaining team?
- Should the mayor increase expenditure on road maintenance?
- Should the city manager install a computerized management information system?
- Which public transportation plan should the mayor submit for federal funding?
- Should a state agency establish a special office to recruit minorities and women for civil service positions?

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<sup>8</sup> For illustrations of the diverse forms of policy issue papers at the national, state, and local levels see Arnold Katz and Julia G. Lear, *The Policy Analysis Sourcebook for Social Programs* (Washington, D. C.: The National Planning Association, 1975).

-- Should a citizens' group support environmental protection legislation now before Congress?

-- Should the governor veto a tax bill passed by the state legislature?

-- Should an agency director support a plan for flexible working hours (flextime)?

-- Should a legislator support a bill restricting the sale of hand guns?

-- Should the president withhold foreign aid from countries that violate human rights?

-- Should the United Nations General Assembly condemn the violation of human rights in a particular country?

-- Should the United States withdraw from the International Labor Organization?

-- Should the foreign investments of multinational corporations registered in the United States be guaranteed by the government?

#### Elements of the Policy Issue Paper

A policy issue paper should be as complete as time and available information permit. An issue paper should "explore the problem at a depth sufficient to give the reader a good idea of its dimensions and the possible scope of the solution, so that it might be possible for a decisionmaker to conclude either to do nothing further or to commission a definitive study looking toward some action recommendation."<sup>9</sup> An issue paper therefore deals primarily with the formulation of a problem and possible solutions, and only rarely reaches definitive conclusions. While an issue paper should contain concrete recommendations and outline plans for monitoring and evaluating policy outcomes, it is essentially the first phase of an in-depth policy analysis that may be undertaken at a later time.

In preparing an issue paper the analyst should be reasonably sure that all major questions have been addressed. Although issue papers will vary with the nature of the problem being investigated, most issue papers contain a number of standard elements.<sup>10</sup> These

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<sup>9</sup> Quade, *Analysis for Public Decisions*, p. 69.

<sup>10</sup> For formats of policy issue papers see Quade, *Analysis for*



elements have been organized around [a] framework for policy analysis. . . .

[SEE THE TABLE ON THE NEXT PAGE]

Observe that each element of the issue paper requires [various] policy-analytic methods to produce and transform information about policy outcomes, policy performance, policy problems, policy alternatives, and policy actions. A policy issue paper, however, has one major characteristic not shared by integrated policy analysis. The issue paper is essentially a prospective (*ex ante*) investigation that begins with limited information about past policy actions, outcomes, and performance and ends with as much information as possible about the nature of policy problems, alternatives, and actions to be taken in the future.

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*Public Decisions*, pp. 68-82; and Harry Hatry and others, *Program Analysis for State and Local Governments* (Washington, D. C.: The Urban Institute, 1976), appendix B, pp. 139-143.

ELEMENTS OF ISSUE PAPER	POLICY-INFORMATIONAL COMPONENT	POLICY-ANALYTIC METHOD .
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-- [Abstract]

<p>I. SOURCE AND BACKGROUND OF THE PROBLEM</p> <p>A. Description of [Societal Problem]</p> <p>B. Outcomes of Prior Efforts to Resolve Problems</p> <p>C. Assessment of Past Policy Performance</p> <p>D. Significance of [Societal Problem]</p>	<p>POLICY OUTCOMES POLICY PERFORMANCES</p>	<p>Monitoring Evaluation</p>
<p>II. THE POLICY PROBLEM</p> <p>A. Problem Statement</p> <p>B. Approach to Analysis</p> <p>C. Major Stakeholders</p> <p>D. Goals and Objectives</p> <p>E. Measures of Effectiveness</p> <p>F. Potential Solutions</p>	<p>POLICY PROBLEMS</p>	<p>Problem Structuring</p>
<p>III. POLICY ALTERNATIVES</p> <p>A. Description of Alternatives</p> <p>B. [Evaluation of Alternatives]</p> <p>C. Comparison of Alternatives</p> <p>D. Spillovers and Externalities</p> <p>E. Constraints and Political Feasibility</p>	<p>POLICY ALTERNATIVES</p>	<p>Forecasting</p>
<p>IV. POLICY RECOMMENDATIONS</p> <p>A. Criteria for Recommending Alternatives</p> <p>B. Description of Preferred Alternative(s)</p> <p>C. Outline of Implementation Strategy</p> <p>D. Provision for Monitoring and Evaluation</p>	<p>POLICY ACTIONS POLICY OUTCOMES POLICY PERFORMANCE</p>	<p>Recommendation Monitoring Evaluation</p>

E. Limitations and  
Unanticipated Consequences

- References
  - Appendices
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