San José State University
Urban and Regional Planning
URBP 236, Urban and Regional Policy Analysis, Implementation, and Evaluation: Tools and Methods, Fall, 2024

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Office Hours: Thursdays 1:00PM-3:00PM or by appointment
Class Days/Time: Thursdays 3:30PM-5:45PM
Classroom: Dudley Moorhead Hall 164
Prerequisites: none

Course Description

Policy analysis involves a systematic evaluation of the processes and potential outcomes of proposed solutions to contemporary planning problems. The primary goal is to equip students with the skills necessary to help communities develop, implement, and evaluate policies relevant to urban and regional planning. This course will cover the foundations of policy analysis and explore its common models, processes, tools, and techniques. Students will practice acting as community change agents, focusing on diagnosing public problems related to urban and regional planning and developing interventions and strategies for change.

Course Format

This course adopts an in-person format. Students are expected to attend class meetings on campus every week, unless otherwise stated on the syllabus. Some activities can be completed asynchronously. Any changes to course delivery methods will be communicated with the students through Canvas and/or email.

Course Learning Outcomes (CLO)

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

1. Develop a policy analysis / program evaluation plan for a planning-related public policy. The evaluation plan should organize material logically and clearly, so that a reader can easily understand the ideas presented, and at a minimum it should include:

    a. A description of the history and context for the problem to be addressed.

    b. A stakeholder analysis that identifies the interests and power of the stakeholders.

    c. A description of the criteria to be used in the evaluation and justification of why they were chosen.

    d. A discussion of the data needs and sources for acquiring that data.

    e. A description of the policy or program options to be evaluated.

    f. A description of the analytical methods to be used.

    g. Final recommendations.

2. Communicate the policy analysis / program evaluation plan to the general public with the help of clear, accurate and compelling text and graphics in documents and oral presentations.

3. Apply policy analysis / program evaluation tools such as fiscal impact analysis and cost benefit analysis.

4. Construct and apply the quantitative tools for:

    a. Extrapolating data

    b. Projecting population and employment data

5. Evaluate the environmental impacts of policy decisions and describe how different policy alternatives can negatively or positively impact sustainability.

6. Evaluate the economic impacts of policy decisions and describe how economic factors can impact growth and change.

7. Evaluate the equity implications of policy decisions and develop strategies to address the racial and ethnic injustices in our communities.

8. Analyze economic values, ethics and other contextual variables potentially impacting policy development, decisions and/or implementation.

9. Describe and explain how the methods of analysis covered in this course can be used to influence the future.

10. Plan for policy implementation, monitoring, and evaluation.

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3c, 3d, and 3e. A complete list of the PAB Knowledge Components can be found at https://www.sjsu.edu/urbanplanning/courses/pabknowledge.html

Required and Recommended Texts/Readings

Required Textbook

Meltzer, Rachel, and Alex Schwartz. Policy analysis as problem solving: A flexible and evidence-based framework. 1st ed. New York: Taylor and Francis, 2019. (ISBN 9781315209678 (Master eBook); ISBN 9781351807364 (Web pdf); ISBN 9781351807357 (ePub); ISBN 9781351807340 (Mobipocket); ISBN 9781138630161 (hardback); ISBN 9781138630178 (pbk.)
- Available to purchase on Amazon: https://a.co/d/fzqVGA4
- Hardcopies are available at SJSU Library

Additional readings from academic journals, agency reports and other sources may also be used to supplement the course book. Further details will be communicated with the students through e-mail and/or Canvas.

Recommended
Patton, Carl V., David S. Sawicki, and Jennifer Clark. Basic Methods of Policy Analysis and Planning. 3rd ed. New York: Routledge, 2016. (IBSN-13: 978-1138463219.)
- Price: Buy used for around $55 from various online sellers or rent e-Textbook for $41.42 on Amazon.)
- This book is also available at SJSU Library.

Lejano, Raul P. Frameworks for policy analysis: Merging text and context. New York: Routledge, 2006. (ISBN-13: 978-0415952767.)
- Price: Buy used for around $11 from various online sellers or *buy new for $62.95 on Amazon.)*

Library Liaison

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Course Requirements and Assignments

Your grade for the course will be based on the following assignments and other graded activities:

	Assignment/Graded Activities	Due Date(s)	% of Course Grade	Course Learning Objectives Covered
1.	Class Participation and Engagement	N/A	10%	2b, 2f
2. Assignment 1 (Individual submission)	Thorough background review of Enterprise/Opportunity Zone (EZ) program including (**but not limited to**) aims and implementation arms and location in CA, pros and cons <5000 words	09/12	10%	1d, 2b, 2f, 3d

		09/26	15%	1d, 2b, 2f, 3d

3.
Assignment 2 (Individual submission)
	Each student is required to write a synthesis review of at least **5 empirical studies** that evaluate Enterprise Zone programs (preferably in California). The goal is to summarize and critically assess the analytical framework used in the study and findings of each study, focusing on the empirical evidence, factual data, and analysis presented in the research.
	
	Requirements:
	
	1. **Number of Studies:** You must review at least 5 empirical studies related to Enterprise Zone programs.
	2. **Word Count:** For each study, you must write approximately 500 words, for a total of 2,500 words (excluding references and citations).
	3. **Content Focus:**
	   o Summarize problem statement/research questions to analyze
	   o Discuss the empirical evidence (key datasets), study area and analysis/analytical method used.
	   o Summarize the key findings of each study.
	   o Highlight the significance of the study's conclusions regarding the effectiveness of Enterprise Zone programs.
	4. **Writing Quality:** Clear, well-organized, and polished writing is important. Your paper			

	should be free of grammar and spelling errors. 5. **Citation Format:** Use APA format for both in-text citations and the reference list. 6. **Citation:** Properly cite all studies and include a reference list in APA format at the end of your paper. ## Submission Format: • **Length:** 2,500 words (excluding references and citations) • **Style:** APA citation and reference format			
4. *Assignment 3 (Teamwork presentation)*		*10/24*	*10%*	*2b, 2e, 2f*

	Objective:	*11/07*	*25%*	*2a, 2b, 2c, 2e, 2f, 3b*

The aim of this assignment is for teams to collect, synthesize, and present findings from case studies or research that analyzed policies using ex-ante **and** ex-post analysis frameworks.

This assignment will broaden your exposure to various policies, beyond Enterprise Zones (EZ) programs, while continuing to build on your previous work from Assignment 2.

Instructions:

1. **Team Formation:**
   - Each team must consist of at least ****three members****.
   - Teams will collectively review and synthesize ****five case studies**** or research papers, with the following structure:
     - ****One study**** must analyze Enterprise Zones (EZ) programs (a continuation of your work from Assignment 2).
     - ****Four additional studies**** must focus on other policies, which could be from various sectors such as environmental regulation, education, health, transportation, or housing.
2. **Case Study Synthesis:**
   - For each of the five studies, teams must

5.

Assignment 4 (Individual submission):

		summarize and analyze the following components:			
		- Problem Statement and Research Needs: - What is the policy issue being addressed? What are the gaps or needs in the policy research that the study seeks to fulfill? - Analytical Methods: - Describe the methods used in the policy analysis. Was the study conducted as an ex-ante analysis (forecasting or estimating policy impacts before implementation) or an ex-post analysis (evaluating the impacts after policy implementation)? Explain the rationale for the chosen method. - Study Area: - Where was the policy implemented, and what is the geographical, economic, or social context of the study area?			

- Data Sources or Collection Methods:
  - What data was used in the analysis? How was it collected (e.g., surveys, administrative data, observational data, etc.)
- Findings:
  - What were the key results or conclusions of the study? How did the policy impact the area or population studied?
- Takeaways for a URBP 236 Class Project:
  - Reflect on the insights that your team can draw from this study for potential application in your own policy analysis project for this course.

3. **Presentation Requirements:**
- Each team will create a PowerPoint presentation summarizing the findings of all five case studies.
- The PowerPoint should include visuals, such as charts, maps, or graphs, to support the analysis where applicable.
- All team members must submit the same version

	of the PowerPoint via the submission portal.
	• Presentations will take place on October 24th, and each team will have 15 minutes to present their findings, followed by a brief Q&A session.
	4. **Submission Format:** The PowerPoint presentation should be clear, concise, and professionally formatted.
	
	  o The title slide should include the names of all team members and the title of the assignment.
	  o The final slide should include references to all sources used in the case studies.			

6. *Assignment 5 (individual work)*	*Final papers should be well-written without plagiarism (maximum %15 detection rate) including background information/problem statement, analytical method(s), results, conclusion (policy takeaways). Final project report should be at least 3000 word long.*	*12/12*	*30%*	*1d, 1e, 2a, 2b, 2c, 2d,* *2e, 2f, 3b, 3d, 3e*

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 60 hours over the length of the course (normally four hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."

GWAR
University Policy S94-7 requires that all graduate students demonstrate competency in written English for advancement to candidacy within a master's program. This course satisfies the GWAR requirement for SJSU. In order to meet the GWAR requirement, you must receive at least a "C" grade on the "Final Paper: Policy Prescription" portion of this course. Students who receive a grade below "C" for this part of the course will not meet the GWAR requirement, even if their overall grade for the course is higher. The "Final Report" must be a minimum of 3,000 words exclusive of front and back materials, figures, tables, and/or appendices. Please check with me if you are unclear about these requirements.

Grading Information

Determination of Grade The course grade consists of seven items (i.e. assignments and graded activities) as listed in the table above. For example, "Assignment 2" is 15% of the final grade, and "Class Participation and Engagement" is 10% of the final grade. This means that "Assignment 2" is worth 15 points toward your final grade, and "Class Participation and Engagement" is worth 10 points. I add the points for each assignment or graded activity to arrive at the final score for the course. Then, I use the following grading scheme to convert the final score into a letter grade:

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

Other Grading and Assignment Issues

Students are expected to submit all assignments on the specified due dates on Canvas. Please do not e-mail your assignments to me. Late assignments will be accepted but the score will be reduced 15% for missing the due date, and 5% for each day delayed afterwards. Missed assignments will result in a score of zero. Students who turn assignments in on time will normally receive comments from me and (if applicable) their peers within 7-10 days. For late papers, the turnaround time may well take fourteen or more business days, and these students may lose the opportunity to receive feedback from their peers. Canvas assigns peer-reviewers automatically on the due date. Students that do not submit their assignment on time on Canvas will only have a chance to receive peer-feedback if someone volunteers to review their work. This could significantly impede a student's ability to pass the course because these assignments are the building blocks for writing the policy prescription paper.

Course Workload

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

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours such as observation of a community event or interviews with planners. Details on how to complete these activities will be discussed in the class and provided as a part of assignment guidelines.

Classroom Protocol

Students are expected to attend every class meeting. Attendance will be recorded regularly. Moreover, class participation points can only be earned by attending class sessions. An official documented excuse from an authorized person (e.g. doctor, supervisor, etc.) is required to justify absence. Missing more than three classes for any reason (whether excused or unexcused) will seriously impact your ability to pass this course. If you anticipate missing more than three classes, you should consider taking this course later. Students have a responsibility to show respect to fellow classmates during the class meetings and group activities. To do so, please:

- Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session. If you know in advance that you will need to leave early, you should notify me before the class period begins.
- Avoid interrupting other speakers and listen to the ideas of others with respect during class and group activities.
- Do not use electronic devices for purposes not relevant to the class and/or when it is distracting to others or keeps you from being engaged in class activities.

Participation Guidelines

You are expected to have carefully read and thoroughly thought about the assigned readings BEFORE each class session. Failure to read the assigned chapter(s) and/or article(s) will seriously hinder your ability to engage in class discussions and/or activities impacting your participation points and final grade. I encourage you to take notes while reading assigned materials. Participation in class discussions accounts for 10% of your final grade. Other than being physically present, I expect you to:

- Respond to questions raised in class
- Ask good questions
- Present alternative views to those offered by class readings, other students or the instructor
- Raise comments that encourage other students to get engaged in the discussion
- Discuss connections between materials covered in this class and other experiences or materials covered in other classes
- Be alert and attentive and listen carefully to others
- Participate in online discussions (if any)

Please note that you may be randomly selected to answer a question about the readings or apply your knowledge gained through readings to a group activity or an in-class assignment. Your presence means that you are ready to engage in these class activities. If you have not been able to do the readings for reasons beyond your control, such as an illness or a family emergency, you are required to notify me at least 30 minutes before the class. This will allow you to avoid losing participation points the first time you come to class unprepared. If this happens more than once, an official documented excuse from an authorized person will be required.

University Policies

Per University Policy S16-9 ,relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Plagiarism and Citing Sources Properly

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties and a record filed with the Office of Student Conduct and Ethical Development. In severe cases, students may also fail the course or even be expelled from the university.

If you are unsure what constitutes plagiarism, it is your responsibility to make sure you clarify the issues before you hand in draft or final work.

Learning when to cite a source and when not to is an art, not a science. However, here are some common examples of plagiarism that you should be careful to avoid:
- Using a sentence (or even a part of a sentence) that someone else wrote without identifying the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See in particular the following pages:
- Overview of plagiarism at www.indiana.edu/~istd/overview.html
- Examples of plagiarism at www.indiana.edu/~istd/examples.html
- Plagiarism quiz at www.indiana.edu/~istd/test.html

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for help, whereas even unintentional plagiarism is a serious offense.

How to Avoid Plagiarism While Using ChatGPT and Ai Tools? Here are great tips: https://getgenie.ai/how-to-avoid-plagiarism-with-ai-tools/

Citation style
It is important to properly cite any references you use in your assignments. The Department of Urban and Regional Planning uses Kate Turabian's A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition (University of Chicago Press, 2013, ISBN 780226816388). Copies are available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may wish to purchase a copy. Please note that Turabian's book describes two systems for referencing materials: (1) "notes" (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text parenthetical references, plus a corresponding reference list. In this class, students should use the second system: in-text parenthetical references, plus a corresponding reference list.

URBP 236, Urban and Regional Policy Analysis, Implementation, and Evaluation: Tools and Methods
Fall 2024
Course Schedule

<mark>*Subject to change with fair notice. Please follow the Canvas home page, which offers the most updated information.*</mark>

Week	Date	Topics	Readings	Assignments Due
Part I: Understanding Key Frameworks				
1	08/22	Introduction, Syllabus Review Basic vs research analysis	Course syllabus	
2	08/29	Opportunity/Enterprise Zone Program	Enterprise Zone Program Readings	
3	09/05	Policy analysis process		
4	09/12	Problem diagnosis	Chapter 1	*Assignment 1*
Part II: Identifying and Analyzing Alternatives				
5	09/19	Identifying alternatives	Chapter 2	
6	09/26	Evaluation criteria	Chapter 3	*Assignment 2*
7	10/03	Evaluation tools and techniques	Chapter 4	
8	10/10	Analysis & making recommendations	Chapter 5	
9	10/17	Research & analysis Policy analysis/study cases	Chapter 6	
10	10/24	Case study team presentations	Reading(s) on canvas	*Assignment 3*
Part III: Dealing with Challenges, Risks, Uncertainties and Equity Concerns in Decision Making				
11	10/31	Professional context of policy analysis	Chapter 7	
12	11/07	No class – ACSP Conference – online activity		*Assignment 4*
13	11/14	Case studies	Chapter 8	
Part IV: Implementation, Monitoring and Evaluation				
14	11/21	Policy implementation	Reading(s) on canvas	
15	11/28	No class – Happy Thanksgiving		
16	12/05	No Class (Study/Conference Day)		
Finals Week	12/12	No class (Submit final paper on Canvas in lieu of final exam)		*Assignment 5*