School of Public Administration, University of University of New Mexico
Syllabus, PADM 590, Decision Making for Public & Health Administrators
Fall 2021, 3 credits

Professor George Julnes   gjulnes1@unm.edu

                 Email: gjulnes@ubalt.edu
Office: Social Science Bldg. Rm. 3038   Classroom: Mitchell Hall, Rm. 109

Office Phone: (505) 277-3074   Class Times: Tues. 4:00-6:30
Student Hours: Tues, 3:00-3:45   Available also by appointment

Required Text and Readings
Albright & Winston (and Zappe), *Data Analysis and Decision Making*, (various editions are available as "used" and any edition from the 4th Edition and newer is acceptable, so you're welcome to get a cheap one). Additional readings are required and will be on Blackboard.

Communication
The best way to reach me is to use the Message function on Blackboard; you may also send me an email with "PADM 590" in the Subject line to gjulnes1@unm.edu, but I can lose track of emails amidst the many I receive each day. Once I see your message, I'll try to respond directly, but we can also schedule a time to talk by phone or Zoom. I will message/email you in the, hopefully unlikely, event of some emergency affecting class.

Course Description
Review of some of the analytical decision-making tools often used in public administration and health administration. Topics include spreadsheet modeling, regression analysis, forecasting techniques, benefit-cost analysis, and other commonly used techniques.

Course Goal
PADM 590 is a course designed to help you master several of the quantitative analytic decision-making tools commonly used in public administration and public policy analysis. The point of these tools is not to replace reasoned judgment but to support it by structuring the available relevant information. As elaborated in the Course Objectives below, attaining this mastery will require practice in using computer programs but will not require you to calculate formulae by hand. We will also study the policy context of these techniques.

Course Objectives
As noted, the course goal is to provide students with knowledge and skills regarding analytical techniques that are directly and immediately applicable in the public sector workplace. To that end, three objectives thread through the course:

Analytical Thinking and Modeling Skills to Aid in Decision Making. Learning the basics of the quantitative modeling process to help structure managerial decision-making.

Workplace Skills. Using computer spreadsheets to build a variety of models that increase understanding and improve prediction, including use of sensitivity analysis to model variations in assumptions relevant in real world contexts.

Presentation Skills. Clearly, accurately, and concisely presenting your analytical conclusions to others, both in written and oral forms.

Course Format

This is primarily a lecture course, but to benefit from our class will require many of you to prepare and review the materials **differently than you do for most courses**. Students who struggle with this course often have some common features: 1. They are not comfortable with quantitative methods; 2. They do not come to class prepared and so are unable to ask questions about what they do not understand; and/or 3. They do not make the effort to meet with me to resolve what they find confusing. Now, you are all adults and have the right to approach a course as you wish, and I recognize that you have other obligations that can prevent you from devoting the time necessary for mastering the material. Just make sure that you understand the choices that you make. Reading the assigned materials before class, asking questions in class about what you read, and reviewing material after class will make a difference.

Course Requirements

This is a three credit-hour course. Class meets for one two and half hour (150 min.) session of direct instruction for fifteen weeks during the Fall 2021 semester. Students are expected to complete a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

In-Class Semester Exams. Consistent with the first Course Objective, the two in-class semester exams will cover both assigned readings and lecture materials. The first exam, Sept. 28th, will cover confidence intervals and regression analysis; I will provide the basic exam question two weeks prior to the exam, but at the exam time I will provide the **NEW** Excel results that you must use in answering each part of the exam question. The second exam, Nov. 23rd, will cover forecasting, public policy concepts, and benefit-cost analysis. This second exam will be based on multiple pools of questions that I provide two weeks before the exam; at the exam, I will randomly pick one question from each of the pools for you to answer (i.e., you will have multiple questions to answer).

The first exam will be restricted to 45 minutes (4:10 to 4:55); the second exam will be allotted 90 minutes for the multiple questions, making it important that you prepare your answers to all questions ahead of time. Those not able to take an in-class exam when scheduled may arrange a time with me, including December 7th; after this, missed exams will lead to an Incomplete grade.

Group Memos. There will be three Group Memos (in line with the third Course Objective) that are based on quantitative analyses conducted using the computer; they are to be uploaded on Sakai **by 3:00 on date it is due.** The first of these, a memo on breakeven analysis (Sept. 14th), is to be short (about 3 to 4 pages, double-spaced) as it is a "warm-up" for the other memos. The memos on regression analysis (Oct. 5th) and forecasting (Oct. 26th) and are to be longer, about 5-8 pages double-spaced. Maximum of 3 people in a group, with a minimum of 2 per group for these Group Memos.

Individual Memo. Completing the three Group Memos is intended to ensure that you are prepared to write an Individual Memo, due Dec 13th, that is (1) based on appropriate use of a benefit-cost analysis that you conduct and (2) well-written and free of typographical and other types of errors. I will provide the data to be analyzed and a spreadsheet template for this analysis.

Grading

Grades for assignments and exams will be placed on Blackboard and messaged to you. Final grades for the course will be based on a weighted, additive model of the assignments as follows. Note that the weighting of the exams and memos increases over the semester.

Semester Exams: 10% for the first exam; 20% for the second, or **30%** total;

Group Memos: 10% for the first; 20% for the second & third, or **50%** total;

Individual Memo **20%**.

These scores will be rounded to the nearest whole number and converted into letter grades as follows: 94 to 100, A; 90 to 93, A-; 87 to 89, B+; 83 to 86, B; 80 to 82. B-; 77 to 79, C+; 73 to 76, C; 70 to 72, C-; 67 to 69, D+; 63 to 66, D; 60 to 62, D-; and under 60, F.

Written assignment grades will be based on content, grammar, and style (i.e., neatness and organization count). *In general, a grade of "B" is awarded for addressing requirements in a satisfactory manner; an "A" grade represents going beyond expectations.* For exams, being prepared by reading the assigned materials carefully enough to understand them BEFORE CLASS is very helpful if you are concerned about your performance and want to do well.

Late Assignments. Memos turned in after 5:00 on the due date will be penalized by 5 points; after three days, by 10 points, and 20 points if more than a week late. If you realize that you need to turn an assignment in late, it is important that you talk with or email me before it is due. If you miss an exam, it is your responsibility to make it up, either within a week or on Dec. 7th.

Class Participation. Meaningful participation during class is important, and the foundation of this attendance. While it is normal to miss a class or two in a semester, missing three or more classes is serious and will affect your grade. Thus, if you miss three class periods, your semester score will be reduced by one percentage point (e.g., from 90% to 89%). If you miss a fourth class, your semester score will be reduced by two additional percentage points (same for each additional class missed). Patterns of tardiness and leaving class early also relate to attendance and will affect your grade.

Participation also involves contributing to our classroom experience. Contributions can include asking questions in class about the assigned readings or sharing your thoughts and experiences on the topics being addressed. Participation will also involve the requirement of making a **formal group presentation** based on your forecasting memo.

With this understanding of participation, I reserve the right to increase or decrease your semester scores by up to three percentage points for very good or very poor class participation. **Please, no texting, calling, or web-surfing during class**.

Incomplete Grades and Requests

The UNM Incomplete (I) Grade Policy is as follows:

"An Incomplete Grade is given only when circumstances beyond the student's control have

prevented completion of the coursework within the official dates of a semester/session.".(See: https://unm-student.custhelp.com/app/answers/detail/a_id/4068/~/how-does-the-incomplete-grade-process-work%3F)

Incomplete Grades must be resolved no later than one year (twelve months) from the published end day of the semester in which the grade was assigned. Incomplete Grades not resolved within the time frame stated in this policy are automatically converted (Lapsed) to an F (failure) grade.

Doing the Right Thing at UNM

UNM has policies to preserve and protect you and the academic community available in the Student Pathfinder as well as in the Faculty Handbook. These include policies on student grievances D175 (undergraduates) and D176 (graduate and professional students), academic dishonesty (D100), and respectful campus (CO9).

Our UNM academic community is comprised of students, faculty, administrators, and staff who share a commitment to learning. Exceptional academic honesty is essential to the university's mission of learning, scholarship and integrity. All members of our community share responsibility for actively fostering academic honesty, actively discouraging academic dishonesty, and engaging in ongoing discussion of activities that may violate the spirit of honesty.

Academic Integrity. Because of the importance of academic integrity, I am hereby stating that any violations of the academic integrity policy (for plagiarism even just a sentence or two lifted from another source or a pattern of sentences with minimal changes from the other source) will automatically result in zero points for the assignment or for components of an assignment (including exam answers). You have the right to appeal my judgment.

Cheating. Due to the nature of this course, I expect (and hope) students will interact – discuss course content, ideas, and readings – outside of the scheduled classes. However, for the actual graded assignments you need to be very careful in giving or receiving assistance to/from anyone. ***Treat all graded assignments as needing to be only* your *work, or your* group's *work.*** For this course, the following are taken as evidence of cheating:

♦ a pattern of unusually similar answers turned in by two or more students;
♦ written answers that a student cannot logically explain verbally; or,
♦ other evidence of collaboration between students on an assignment that was intended to reflect individual or group effort [collaborating with students outside the group].

Plagiarism. Plagiarism is "stealing" (apparently comes from the Latin root "to kidnap") the ideas and/or words of others. UNM describes plagiarism as "the use of another person's ideas, words, phrases, sentences, facts, graphics, charts, tables, graphs, audio-visuals, or other intellectual products without appropriately citing and crediting the original source(s). Plagiarism in any form constitutes academic misconduct." Because lack of understanding is not an acceptable excuse for plagiarism, please review the UNM guidelines: https://grad.unm.edu/aire/aire-docs/plagiarism-guidelines.pdf

With no intention of substituting for the UNM guidelines, the following are common examples of plagiarism:

♦ material reproduced from another source without any or adequate citation;
♦ providing a citation but **failing to use quotation marks** to distinguish which words are yours and which belong to another.
♦ a pattern of minor changes from published materials (e.g., changing two words in a ten-word sentence).

Let me emphasize these points: 1. You **must acknowledge** the source of your ideas. 2. Except where you provide quotation marks, you are affirming to the reader that the words are yours. 3. Changing a few words in the sentences of others is still plagiarism. Simple precautions**: 1. Don't have another source in front of you when you are typing your assignment; 2. don't copy-and-paste.** That's it; follow these and you won't have problems.

>*Multiple Submissions of Your Own Work.* Another issue for academic integrity is that you may only receive academic credit for your assignments once. This means that when you turn in your evaluation plans to me, you are vouching that this is original work for this course and has not been used in prior courses. As for plagiarism, even copying a paragraph or two from an assignment for another course is not acceptable unless you have discussed it with me and received my permission prior to submission.

>*Turnitin Software & University Policy.*   As a part of an institution-wide effort to ensure the originality of student work, the University of New Mexico licenses Turnitin, a commercial text matching service that analyzes students' submissions against its own archive of student papers, articles and web sites to report on student originality and identify possible plagiarism. Incorrect use of other individuals' work will likely result in plagiarism charges, which, as mentioned above, can lead to a failing grade on an assignment, which, in turn can lead to a failing grade in the course. All faculty members reserve the right to use this or other measures to evaluate your work for originality and proper attribution.

UNM Administrative Mandate on Required Vaccinations

All students, staff, and instructors are required by UNM Administrative Mandate on Required Vaccinations to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the UNM vaccination verification site. Students seeking medical exemption from the vaccination policy must submit a request to the UNM verification site for review by the UNM Accessibility Resource Center. Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the UNM verification site for review by the Compliance, Ethics, and Equal Opportunity Office. For further information on the requirement and on limited exemptions and exemptions, see the UNM Administrative Mandate on Required Vaccinations.

>**UNM Requirement on Masking in Indoor Spaces**. All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see masking requirement. Qualified music students must follow appropriate specific mask policies issued by the Chair of the Department of Music and the Dean of the College of Fine Arts. Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. When vaccinated instructors are able to maintain at least six feet of distance, they may choose to remove their mask for the purpose of increased communication during instruction. Instructors who are not

vaccinated (because of an approved medical or religious exemption), or who are not vaccinated yet, must wear their masks at all times. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. With the exception of the limited cases described above, students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions.

Communication on change in modality. The President and Provost of UNM may direct that classes move to remote delivery at any time to preserve the health and safety of the students, instructor and community. Please check [fill in your communication system] regularly for updates about our class and please check https://bringbackthepack.unm.edu regularly for general UNM updates about COVID-19 and the health of our community.

Acceptable masks and mask wearing in class. A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable, as are disposable medical masks, KN95, KF94, FFP1 and FFP2 masks. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the university mask requirement and endangers others.

Consequences of not wearing a mask properly. If you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask, class will be dismissed for the day to protect others and you will be dropped from the class immediately. I will try to have a few disposable masks available on a first-come, first-served basis.

Accommodations

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 or arcsrvs@unm.edu for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at arcsrvs@unm.edu or by phone 277-3506.

Title IX Sexual Harassment and Sexual Misconduct Policy

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (http://loborespect.unm.edu/). Please note that, because UNM faculty, TAs,

and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator at the Office of Compliance, Ethics, and Equal Opportunity. For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.

Guidelines for Community Standards

We can establish a productive and respectful learning environment in this course by co-constructing a set of community agreements during the first weeks of the semester. I encourage you to express your views, orally at designated times during class or in notes to me (can be anonymous) on what constitutes a productive and respectful learning environment. Here are some examples of classroom guidelines that you may use for a reference point: https://crlt.umich.edu/examples-discussion-guidelines#guidelines We cannot guarantee full consensus on this important matter, but we can work at being respectful.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Support in Receiving Help. Students who ask for help are successful students. I encourage students to be familiar with services and policies that can help them navigate UNM successfully. Many services exist to help you succeed academically, such as peer tutoring at CAPS and http://mentalhealth.unm.edu. There are plenty of ways to find your place and your pack at UNM: see the "student guide" tab on my.unm, students.unm.edu, or ask me for information about the right resource center or person to contact. Come talk with me about your concerns or needs for academic flexibility or talk with support staff at one of our student resource centers before you do something that may endanger your career.

OUTLINE & ASSIGNMENTS

1. **August 24, 2021**; Introduction to course; Brief Excel® review/ Spreadsheet Modeling
★ **Ex. 2.1: Breakeven Analysis at Great Threads (Blackboard;** AW**:** pdf pp. 30-37)**;** Ch. 4, Probability

2. August 31; Great Threads, Step 1
Ch. 8, Confidence Intervals (8.5, 8.7); ★ **Ex. 8.1: New Sandwich**

3. Sept. 7; Great Threads, Step 2
Chapter 10 Regression Analysis (10.1-10.6); ★ **Ex 10.3 Gender Discrimination**; Excel review for Great Threads assignment

4. Sept. 14; group memo #1 due (breakeven analysis)
Reg. Review; Chap. 11 Regression Analysis II (11.7-11.11); ★ Ex 10.3 Gender Discrimination

5. Sept. 21
Chapter 11 Regression Analysis II (11.7-11.11; moderated relationships); Exam Review

6. Sept. 28; EXAM #1 (confidence intervals; regression)
Ch. 12: Time Series Analysis & Forecasting (12.1-12.4); ★**Ex 12.1 Stereo Sales**

7. Oct. 5; group memo #2 due (regression)
Ch. 12: Time Series Analysis & Forecasting (12.5-12.10); ★Ex 12.6 Houses

8. Oct. 12; Review of forecasting; MAU Analysis (Laufer; Edwards; Sakai)

9. Oct. 19; MAU Analysis (Laufer; Edwards; Sakai)

10. Oct. 26; group memo #3 due (forecasting) Supply & Demand Curves (Campbell & Brown)

11. Nov. 2; Benefit-Cost Analysis (Stokey & Zeckhauser, Chap. 9; Sakai)

12. Nov. 9; Benefit-Cost Analysis, Albuquerque Light Rail; Time-Value of Money

13. Nov. 16; Exam Review; Market Failures & Public Policy (Stokey & Zeckhauser, Chap 14)

14. **Nov. 23; EXAM #2 (forecasting; public policy; benefit-cost analysis; MAU)**

15. Nov. 30; Market Failures & Public Policy (Stokey & Zeckhauser, Chap 14) **group presentations (forecasting);** consultation on B-C Memos

16. Dec. 7 group presentations (forecasting); consultation on B-C Memos
     FINAL: Individual memo due (benefit-cost analysis) on Dec. 14th (Blackboard)