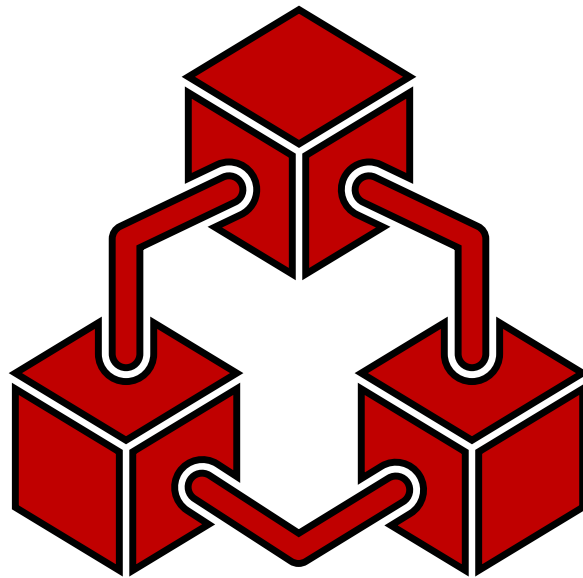


# Public Policy Project Workbook



Summer 2022, Fall 2022, and Spring 2023

Josh Franco, Ph.D.  
Cuyamaca College

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Josh Franco, Ph.D., Cuyamaca College

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*This open education resource is dedicated to Ethan, my son, and  
future generations*

## Brief Table of Contents

Preface.....	xiv
Chapter 1: Introduction.....	1
Chapter 2: Overview of the Public Policy Project.....	4
Chapter 3: Classroom Discussion of Public Problems, Causes, and Effects.....	7
Chapter 4: My Public Problem.....	10
Chapter 5: What is an Analyst Workflow?.....	12
Chapter 6: What is a Roundtable?.....	14
Chapter 7: Data Analyst Workflow and Roundtable.....	16
Optional Assignment: Technical Tasks for Data Analyst.....	20
Chapter 8: Geographic Information Systems Analyst Workflow and Roundtable.....	23
Optional Assignment: Technical Tasks for GIS Analyst.....	26
Chapter 9: Policy Analyst Workflow and Roundtable.....	28
Optional Assignment: Technical Tasks for Policy Analyst.....	32
Chapter 10: Communications Analyst Workflow and Roundtable.....	34
Optional Assignment: Technical Tasks for Communications Analyst.....	37
Chapter 11: My PowerPoint Presentation.....	39
Chapter 12: Share-Pair-Think Discussion.....	42
Chapter 13: My Reflection.....	45
Appendix #1: Recommended Resources for Analysts Roles.....	47
Appendix #2: California Community Colleges Region 10 Strong Workforce Program's 21st Century Skills & Core Competencies.....	48

# Table of Contents

Preface.....	xiv
Genesis of this Workbook.....	xiv
Chapter 1: Introduction.....	1
About.....	1
Learning Objectives for the Public Policy Project.....	2
Revised Bloom’s Taxonomy.....	2
Google Drive.....	2
Additional Readings.....	2
Frequently Asked Questions about the Public Policy Project .....	3
Chapter 2: Overview of the Public Policy Project.....	4
Nine Parts of the Public Policy Project.....	4
Nine Assessments .....	5
Chapter 3: Classroom Discussion of Public Problems, Causes, and Effects .....	7
About.....	7
Estimated Time .....	7
Assignment: Classroom Discussion.....	7
Post a public problem.....	8
Reply to a peer’s public problem .....	8
Reply to a second peer’s public problem.....	8
Above and Beyond: Reply to a third peer's public problem .....	8
Rubric.....	8
Chapter 4: My Public Problem .....	10
About.....	10
Estimated Time .....	10
Assignment: Post Your Public Problem .....	10
Frequently Asked Questions.....	11
Can I change my public problem? .....	11
What is the difference between this assignment and the prior Classroom Discussion? .....	11
Rubric.....	11
Chapter 5: What is an Analyst Workflow?.....	12
About.....	12



Project Management .....	12
Required Tasks.....	12
Optional Technical Tasks .....	12
Chapter 6: What is a Roundtable? .....	14
About.....	14
Assignment: Write a Roundtable "Checking In" Post .....	14
Rubric for Analyst Roundtable Check-Ins.....	14
Chapter 7: Data Analyst Workflow and Roundtable .....	16
About.....	16
Estimated Time .....	16
Learning Objectives .....	16
Assignment: Data Analyst Workflow .....	17
Step 1: Overview of data analysis software.....	17
Step 2: Explore Causal Models.....	17
Step 3: Identify your unit of observation .....	17
Step 4: Draw/Create three Causal Models related to your Public Problem.....	17
Step 5: Create your “Data Analyst’s Highlight” Presentation Slide for your Presentation ..	18
Assignment: Write a Roundtable "Checking In" Post .....	18
Question: Do I need to include the file or link to my completed slide in my Check In?.....	18
Frequently Asked Questions .....	18
Do I need to include the file or link to my completed slide in my Check In? .....	18
Can I include a file or link to my slide in my Checking In Post? .....	18
Rubric for Analyst Roundtable Check-Ins.....	19
Optional Assignment: Technical Tasks for Data Analyst.....	20
About.....	20
Step 1: Create an Excel Spreadsheet.....	20
Step 2: Collect Data related to your Public Problem .....	20
Step 3: Select a Data Analysis Software.....	20
Step 4: Import Excel Data to Stata or RStudio .....	20
Step 4: Obtain Summary/Descriptive Statistics .....	21
Step 5: Obtain Cross-Tabulations .....	21
Step 6: Obtain Scatterplot .....	21

Step 7: Obtain Correlation .....	21
Step 8: Obtain Regression.....	21
Assignment: Write a Roundtable "Checking In" Post .....	21
Rubric for Analyst Roundtable Check-Ins.....	21
Chapter 8: Geographic Information Systems Analyst Workflow and Roundtable.....	23
About.....	23
Estimated Time .....	23
Learning Objectives .....	23
Assignment: GIS Analyst Workflow .....	24
Step 1: Watch Short Videos about ArcGIS.....	24
Step 2: Read book chapter on GIS.....	24
Step 3: Find at least 3 Maps online related to your Public Problem.....	24
Step 4: Create your “GIS Analyst’s Highlight” Presentation Slide for your Presentation ...	24
Assignment: Write a Roundtable "Checking In" Post .....	25
Question: Do I need to include the file or link to my completed slide in my Check In?.....	25
Rubric for Analyst Roundtable Check-Ins.....	25
Optional Assignment: Technical Tasks for GIS Analyst.....	26
About.....	26
Step 1: Complete “Getting Started with ArcGIS Online” .....	26
Step 2: Generate at least 3 maps that help explain the public problem’s causes, effects, and/or solutions .....	26
Assignment: Write a Roundtable "Checking In" Post .....	26
Rubric for Analyst Roundtable Check-Ins.....	27
Chapter 9: Policy Analyst Workflow and Roundtable .....	28
About.....	28
Estimated Time .....	28
Learning Objectives .....	28
Assignment: Policy Analyst Workflow .....	29
Step 1: Read the Centers for Disease Control and Prevention’s POLARIS Policy Process.	29
Step 2: Identify a specific Federal Law or Regulation or Judicial Ruling.....	29
Step 3: Identify a specific State Law or Regulation or Judicial Ruling.....	29
Step 4-A (for POSC 120, POSC 121, or POSC 140 students only): Identify a specific Local Law or Regulation that needs to be amended to help solve the public problem. ....	30

Step 4-B (for POSC 124 or POSC 130 students only): Identify a specific International Law or Regulation or Judicial Ruling that needs to be amended to help solve the public problem. .....	30
Step 5: Create your “Policy Analyst’s Highlight” Presentation Slide for your Presentation	30
Assignment: Write a Roundtable "Checking In" Post .....	31
Question: Do I need to include the file or link to my completed slide in my Check In?.....	31
Rubric for Analyst Roundtable Check-Ins.....	31
Optional Assignment: Technical Tasks for Policy Analyst.....	32
About.....	32
Step 1: Outline either a Lawmaking Strategy or Rulemaking Strategy.....	32
Develop a Strategy for Local, State, and Federal Lawmaking .....	32
Develop a Strategy for Local, State, and Federal Rulemaking.....	32
Step 2: Write a 1-page memo addressed to an Elected Official. ....	32
Issue .....	32
Rule.....	33
Analysis.....	33
Conclusion .....	33
Assignment: Write a Roundtable "Checking In" Post .....	33
Rubric for Analyst Roundtable Check-Ins.....	33
Chapter 10: Communications Analyst Workflow and Roundtable .....	34
About.....	34
Estimated Time .....	34
Learning Objectives .....	34
Assignment: Communications Analyst Workflow .....	34
Step 1: Watch 3 Short Videos of Infographic Software .....	34
Step 2: Sketch three infographics that use the data, GIS, or policy analyst workflow results .....	35
Step 3: Create your “Communications Analyst’s Highlight” Presentation Slide for your Presentation.....	35
Assignment: Write a Roundtable "Checking In" Post .....	35
Question: Do I need to include the file or link to my completed slide in my Check In?.....	36
Rubric for Analyst Roundtable Check-Ins.....	36
Optional Assignment: Technical Tasks for Communications Analyst.....	37

About.....	37
Step 1: Create at least 1 infographic using software.....	37
Assignment: Write a Roundtable "Checking In" Post .....	37
Rubric for Analyst Roundtable Check-Ins.....	37
Chapter 11: My PowerPoint Presentation.....	39
About.....	39
Estimated Time .....	39
Instructions.....	39
11 Slides of the Presentation.....	39
Support.....	40
Can I have an alternative to a PowerPoint? .....	40
Do you provide an example of a completed PowerPoint? .....	40
Rubric.....	40
Chapter 12: Share-Pair-Think Discussion .....	42
About.....	42
Estimated Time .....	42
Online Only Course .....	42
Face-to-Face Courses.....	42
Instructions.....	43
Post.....	43
Reply to a Peer’s Post .....	43
Rubric.....	43
Chapter 13: My Reflection.....	45
About.....	45
Estimated Time .....	45
Instructions.....	45
Rubric.....	45
Appendix #1: Recommended Resources for Analysts Roles .....	47
Data Analyst: .....	47
GIS Analyst:.....	47
Policy Analyst:.....	47
Communications Analyst:.....	47

Appendix #2: California Community Colleges Region 10 Strong Workforce Program's 21st Century Skills & Core Competencies ..... 48

# Preface

Inspiring publicly spirited and scholarly minded students means utilizing our knowledge of political ideals, institutions, and behaviors, and exploring the lifecycle of public policies – their formation, effectuation, and reformation – in the context of a diversifying society and economy.

The Public Policy Project Workbook serves as a keystone of the Political Science program at my college, [Cuyamaca Community College](#), because it introduces students to the formation of public policy through the lens of four analyst roles: Data, Geographic Information Systems, Policy, and Communications.

## Genesis of this Workbook

As early as senior year in high school, I became interested in public policy. Reflecting, what motivated my interest was a combination of my student government experiences, watching [Meet the Press](#) or [Face the Nation](#) on Sundays before church, and the idea that public policy was a way to make change.

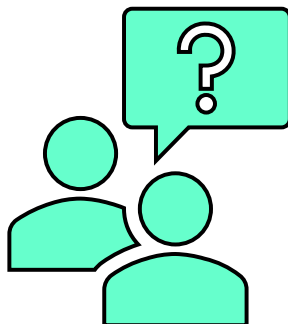
As a student at [Cerritos Community College](#) from 2003-2005, I would walk through the library stacks and check out public policy books. In deciding which university to apply for transfer, I asked “What campus has a degree in public policy?” At the time, the only University of California campus to offer a public policy degree was [UC Merced](#). So, that is the only campus I applied to. The long name of my undergraduate degree was Bachelor of Arts in Social, Behavioral, Cognitive Sciences with an emphasis in Public Policy.

After I graduated from UC Merced, I entered the [UC Center Sacramento program](#) in June 2007. I had already secured an internship in the Office of the Lieutenant Governor John Garamendi Sr. thanks to John Garamendi Jr. who, after a 40-minute conversation in April 2007, said “Call this phone number; you are going to go work for my dad.”

For the next five years, I dedicated myself to the practice of public policy.

The Public Policy Project Workbook was preceded by [“Public Policy Matters” document](#) that I compiled when I worked in the U.S. House of Representatives for Congressman John Garamendi. Before that document, I presented a [“Public Policy Matters” PowerPoint](#) at various conferences, such as the University of California Student Association’s and California State Student Association’s annual lobbying conferences in Sacramento, California.

# Chapter 1: Introduction



## About

Public policy is the constitutional, legal, judicial, regulatory, or policy documents that are produced by governmental institutions at the international, national, and subnational levels. Now, you may be telling yourself, "whoa, that's a lot of stuff."

Yes, it is a lot, but we start with the "big picture" and then work our way into the "details."

Public policies include amendments to a federal or state constitution; federal, state, or local laws passed by legislative bodies and approved by executives; federal and state judicial rulings; regulations promulgated by federal, state or local governments; and policies adopted by federal, state, or local institutions, boards, commissions, or related entities. Again, you may be telling yourself, "whoa, that's a lot of stuff."

Yes, it is a lot, because we are now talking about the "details" of the "big picture."

The Public Policy Project encourages you to identify a public problem to focus on. After discussion with your peers, you are responsible for selecting the causes, effects, and solutions to the public problem you selected. After that, you will explore four different analyst roles: Data Analyst, Geographic Information Systems Analyst, Policy Analyst, or Communications Analyst.

While I will coach you as you go through each Analyst Workflow, recognize that in the real-world, analysts would work both individually and collaboratively.

Now, each Analyst has a set of tasks (what are called "Workflows") to complete to adequately explore the public problem's causes, effects, and solutions. Completion of these tasks result in you obtaining valuable knowledge, skills, and abilities related to the public problem, their role and role of other analysts.

So, let us begin our journey together in the Public Policy Project.

### 33 **Learning Objectives for the Public Policy Project**

34 Learning objectives are what you should be able to do after completing this workbook.

35

36 By the completion of the public policy project learning unit, you will be able to:

- 37 1. Remember what a public problem and public policy is.
- 38 2. Understand the causes, effects, and solutions to your chosen public problem.
- 39 3. Apply a workflow procedure to a set of tasks.
- 40 4. Analyze a public problem from a Data, Geographic Information Systems, Policy, and
- 41 Communications analyst perspective.
- 42 5. Evaluate the simplicity and complexity of public problems, causes, effects, and solutions.
- 43 6. Create a presentation of your public policy project.

44

### 45 **Revised Bloom’s Taxonomy**

46 These six objectives based on the 6 cognitive process dimensions of revised Bloom’s Taxonomy  
47 (Anderson et al., 2001). Below are the six dimensions and a brief description<sup>1</sup>:

- 48 1. Remember: Retrieve relevant knowledge from long-term memory.
- 49 2. Understand: Construct meaning from instructional messages, including oral, written  
50 and graphic communication.
- 51 3. Apply: Carry out or use a procedure in a given situation.
- 52 4. Analyze: Carry out or use a procedure in a given situation.
- 53 5. Evaluate: Make judgments based on criteria and standards.
- 54 6. Create: Put elements together to form a coherent whole; reorganize into a new pattern  
55 or structure.

56

### 57 **Google Drive**

58 All documents and files associated with this Workbook can be found in the [“Public Policy  
59 Project” Google Drive folder](#).

60

61 As future iterations of the Workbook are produced, prior editions will be placed in a sub-folder.  
62 For example, in Fall 2020, all documents and files from Fall 2019 will be placed in “PPP FA19”  
63 sub-folder.

64

### 65 **Additional Readings**

- 66 • Read [“Domestic Policy”](#) in OpenStax’s American Government 2e book, which is freely  
67 available online.
- 68 • Read [“Foreign Policy”](#) in OpenStax’s American Government 2e book, which is freely  
69 available online.

70

71

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<sup>1</sup> List and descriptions are from “Revised Bloom’s Taxonomy.” <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/> (June 27, 2019).



## Frequently Asked Questions about the Public Policy Project

### 1. If I have questions about the Public Policy Project, what should I do?

- a. First, re-read the instructions.
- b. Second, ask a classmate.
- c. Third, contact the Professor.
- d. Forth, post in the iPoliSci Discord #PPP channel.

### 2. Are the parts setup in a logical order?

- a. Yes, the parts are setup in a logical order, so you should proceed in order from Classroom Discussion, My Public Problem, Data Analyst Workflow and Roundtable, GIS Analyst Workflow and Roundtable, Policy Analyst Workflow and Roundtable, Communications Analyst Workflow and Roundtable, My PowerPoint Presentation, Pair-Share-Think, and My Reflection.

### 3. Are the parts of the Simulation related to each other?

- a. Yes, the parts build on each other, so while they are discrete parts, they are interrelated, so you should expect to carry over some concepts from part to part.

### 4. The Public Policy Project is frustrating me, why is this the case?

- a. I did not write clearly enough for something to make sense. If so, contact me, I will try to explain what I meant, and make note to update the Public Policy Project for future course offerings.
- b. You are likely overthinking what I am asking you to do. Each part has a fair amount to engaged, read, and absorb. But do not make the mistake of making the assessments more complex than they are.
- c. You are likely not carefully reading the instructions. I expect you to read each part in whole, not just jump to Instructions.
- d. You are likely rushing yourself, so while you may “read” the part carefully, you are not giving your mind time to “absorb” the part.
- e. You did not complete a prior part, so the next part seems disjointed because it relies on concepts from a prior part.

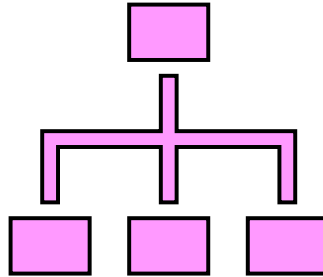
### 5. What are these “Optional Assignments”?

- a. The Optional Assignments are available for students who want to technically challenge themselves with one or more of the Analyst Workflows.
- b. These are optional, they have no point value, no required submission, not worth extra credit, and have no bearing on your final grade for the PPP or the course.
- c. These are here for your personal enrichment.
- d. If you do engage with them, please feel free to contact the Professor and let them know.

109

# Chapter 2: Overview of the Public Policy Project

110



111

## Nine Parts of the Public Policy Project

113 The Public Policy Project consists of 9 parts: Classroom Discussion, My Public Problem, Data  
114 Analyst Workflow and Roundtable, GIS Analyst Workflow and Roundtable, Policy Analyst  
115 Workflow and Roundtable, Communications Analyst Workflow and Roundtable, My PowerPoint  
116 Presentation, Share-Pair-Think Discussion, and My Reflection.

117

Classroom Discussion	<ul style="list-style-type: none"> <li>• PPP – Classroom Discussion is a Discussion where you share a public problem you are interested in and respond to two or more peers about their public problem.</li> </ul>
My Public Problem	<ul style="list-style-type: none"> <li>• PPP - My Public Problem is an Assignment where you share with the Professor which public problem you want to focus on for the duration of the Project.</li> </ul>
Data Analyst Workflow and Roundtable	<ul style="list-style-type: none"> <li>• PPP – Data Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.</li> </ul>
GIS Analyst Workflow and Roundtable	<ul style="list-style-type: none"> <li>• PPP – GIS Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.</li> </ul>
Policy Analyst Workflow and Roundtable	<ul style="list-style-type: none"> <li>• PPP – Policy Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.</li> </ul>
Communications Analyst Workflow and Roundtable	<ul style="list-style-type: none"> <li>• PPP – Communications Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.</li> </ul>
My PowerPoint Presentation	<ul style="list-style-type: none"> <li>• PPP – My PowerPoint Presentation is an Assignment where you submit a completed PowerPoint presentation of your Public Policy Project.</li> </ul>
Share-Pair-Think Discussion	<ul style="list-style-type: none"> <li>• PPP – Share-Pair-Think is a Discussion where you share your PowerPoint Presentation with your classmates and pair up with a classmate of your choice to provide them feedback on their Presentation.</li> </ul>
My Reflection	<ul style="list-style-type: none"> <li>• PPP – Reflection is an opportunity for you share with me, your professor, your thoughts about the Public Policy Project. No other student will read your reflection.</li> </ul>

118  
119

120 **Nine Assessments**

121 The nine parts listed and described above each have an assessment associated with them.  
122 Below is a list of the Nine Parts, and the requirements for each Assessment.

123

Part	Assessment Requirements
Classroom Discussion	5 sentences for post 5 sentences for reply 1 5 sentences for reply 2
My Public Problem individual submission	5 sentences for individual submission Recommended that you view and download the <a href="#">Google Slides Presentation template</a>
Data Analyst Workflow and Roundtable	1 sentence for check in; you should update your Data Highlight slide
Geographic Information Systems Workflow and Roundtable	1 sentence for check in; you should update your GIS Highlight slide
Policy Workflow and Roundtable	1 sentence for check in; you should update your Policy Highlight slide

<b>Part</b>	<b>Assessment Requirements</b>
<b>Communications Workflow and Roundtable</b>	1 sentence for check in; you should update your Communications Highlight slide
<b>My PowerPoint Presentation individual submission</b>	Complete Presentation
<b>Share-Pair-Think Discussion</b>	5 sentences for post 5 sentences for reply
<b>My Reflection individual submission</b>	5 sentences for individual submission

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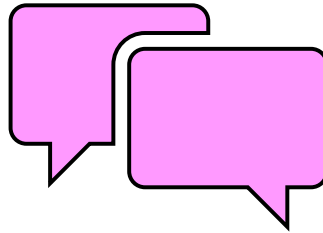
The subsequent chapters of this Workbook detail each assessment. Each assessment contains the following sections: About, Estimated Time, Instructions, and Rubric.

The purpose of these sections is to enable the student to actively engage and successfully complete the assessment.

131

## Chapter 3: Classroom Discussion of Public Problems, Causes, and Effects

132



133

### About

134 PPP – Classroom Discussion is a Discussion where you share a public problem you are interested  
135 in and respond to two or more peers about their public problem.

136

137  
138 Problems can be classified as private or public. Private problems are problems that effect a  
139 single individual, while public problems effect many individuals or an ecosystem. Public  
140 problems can emerge when private problems spill into the public sphere or consciousness.

141

142 For example, a person with an ailment could be viewed as having the private problem.  
143 However, if many people are discovered to have the same ailment, then it may enter the public  
144 sphere. The public sphere will ask who, what, when, where, why, and how: Who has the  
145 ailment? What is the ailment? When were they diagnosed with the ailment? Where were they  
146 living or working or visiting? Why do they have the ailment? How did the ailment emerge?

147

148 Discussing public problems involves face-to-face and online interactions between individuals.

149

### Estimated Time

150 An estimated 2 hours is needed to complete this activity.

151

### Assignment: Classroom Discussion

152  
153 “I got 99 public problems...”, but in reality, there are a multitude of “public problems” in our  
154 neighborhood, community, city, county, region, state, nation, hemisphere, and mother Earth.

155

156  
157 The goal of this discussion is for you to post a Public Problem and reply to at least one peer's  
158 post.

159

160 You are welcomed and encouraged to go above and beyond the minimum requirements by  
161 replying to a second peer.

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### Post a public problem

- State a public problem
- Share why you think it is an important public problem to focus on
- Explain what at least cause of the public problem is
- Explain what at least effect of the public problem is

### Reply to a peer’s public problem

- Validate your peer’s justification for focusing on the public problem
- Add one additional cause of the public problem
- Add one additional effect of the public problem
- Go Above and Beyond:
  - Visit [The National Academies Press \(nap.edu\)](http://nap.edu), find a report related to your peer’s public problem, and include a link to the report in your reply.
  - Visit [Public Policy Institute of California \(ppic.org\)](http://ppic.org), find a report related to your peer’s public problem, and include a link to the report in your reply.
  - Visit [California Research Bureau](http://california-research-bureau.org), find a report related to your peer’s public problem, and include a link to the report in your reply.
  - Visit [RAND Corporation](http://rand.org), find a report related to your peer’s public problem, and include a link to the report in your reply.

### Reply to a second peer’s public problem

- Validate your peer’s justification for focusing on the public problem
- Add one additional cause of the public problem
- Add one additional effect of the public problem
- Go Above and Beyond:
  - Visit [The National Academies Press \(nap.edu\)](http://nap.edu), find a report related to your peer’s public problem, and include a link to the report in your reply.
  - Visit [Public Policy Institute of California \(ppic.org\)](http://ppic.org), find a report related to your peer’s public problem, and include a link to the report in your reply.
  - Visit [California Research Bureau](http://california-research-bureau.org), find a report related to your peer’s public problem, and include a link to the report in your reply.
  - Visit [RAND Corporation](http://rand.org), find a report related to your peer’s public problem, and include a link to the report in your reply.

### Above and Beyond: Reply to a third peer's public problem

- Validate your peer’s justification for focusing on the public problem
- Add one additional cause of the public problem
- Add one additional effect of the public problem

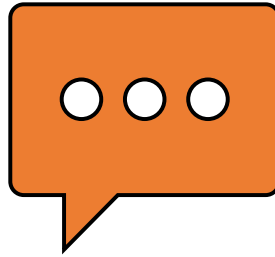
### Rubric

Criteria	Ratings	Points
Post: State a Public Problem	Yes	5
	No	0

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
Post: Share Why Public Problem is Important to You	Yes	5
	No	0
Post: Explain at least 1 Cause of Public Problem	Yes	5
	No	0
Post: Explain at least 1 Effect of Public Problem	Yes	5
	No	0
Post Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0
Reply 1: Validate Peer	Yes	5
	No	0
Reply 1: Offer Additional Cause of their Public Problem	Yes	5
	No	0
Reply 1: Offer Additional Effect of their Public Problem	Yes	5
	No	0
Reply 1 Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0
Reply 2: Validate Peer	Yes	5
	No	0
Reply 2: Offer Additional Cause of their Public Problem	Yes	5
	No	0
Reply 2: Offer Additional Effect of their Public Problem	Yes	5
	No	0
Reply 2 Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0
Above and Beyond: 3 <sup>rd</sup> Reply	Yes	0
	No	0

203

## Chapter 4: My Public Problem



205

### 206 **About**

207 PPP - My Public Problem is an Assignment where you share with the Professor which public  
208 problem you want to focus on for the duration of the Project.

209

210 After discussing public problems with your classmates in the prior Classroom Discussion, you  
211 decide and share which public problem you want to focus on for the duration of the Project.  
212 You can stick with your original public problem, or you can decide on a new one that is of  
213 greater interest to you.

214

215 The benefit of engaging in a discussion before deciding your public problem is that your peers  
216 have knowledge and lived experiences that help you frame the public problem and consider  
217 other causes and effects.

218

219 Validating your peers' public problems moves us away from typical "my public problem is the  
220 most important" debate to thoughtfully considering what a public problem is, what causes the  
221 problem, and what are they effects of the public problem.

222

### 223 **Estimated Time**

224 An estimated 2 hours is needed to complete this activity.

225

### 226 **Assignment: Post Your Public Problem**

227 After discussing public problems, causes, and effects with your peers last week, it's time to  
228 share your public problem, causes and effects directly with the Professor.

229 Your submission should include the following:

230

- Statement of Public Problem

231

- 1st cause of public problem

232

- 2nd cause of public problem

233

- 1st effect of public problem

234

- 2nd effect of public problem

235



236 **Frequently Asked Questions**

237 Can I change my public problem?

- 238 • It is ok with me if you want to change your public problem from what you posted in the
- 239 Classroom Discussion to this assignment.
- 240 • Please leave a note in your submission saying you decided to change your public
- 241 problem from the Classroom Discussion to this assignment.

242 What is the difference between this assignment and the prior Classroom Discussion?

- 243 • In the Classroom Discussion, you are asked to post a public problem and list 1 cause and
- 244 1 effect. Additionally, you are asked to reply to two classmates contributing additional
- 245 causes and effects to their public problem.
- 246 • For this assignment, you should declare your public problem, but now you need to list 2
- 247 causes and 2 effects. The assumption is that replies for your peers, or in your own
- 248 thinking of the public problem over the week, that you have an second cause and a
- 249 second effect.

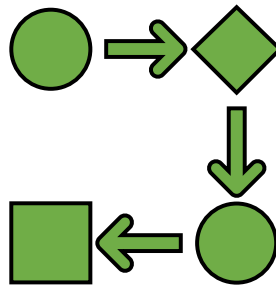
250

251 **Rubric**

Criteria	Ratings	Points
Public Problem	Clearly Stated	10
	Less clearly stated	5
	Missing	0
Causes	2 clearly stated	10
	1 clearly stated	5
	Missing	0
Effects	2 clearly stated	10
	1 clearly stated	5
	Missing	0
Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

252

## Chapter 5: What is an Analyst Workflow?



254

### About

256 Analysts are working towards addressing one or all aspects of the Public Problem through their  
 257 Workflows. Workflows are a series of Tasks that each Analyst needs to complete to produce  
 258 part of your Presentation.

259

260 The Public Problem you chose is what shapes the details of each Analyst workflow. Each person  
 261 in the class has a unique Public Problem. And in the Discussion, you and your peers identified  
 262 causes, effects, and solutions related to your Public Problem.

263

### Project Management

265 Workflows serve as a template for how you can take a large project (such as addressing a Public  
 266 Problem) and disaggregate it into specific, measurable, attainable, relevant, and timely tasks.

267

268 This is called “project management” because you are taking a “big” project, organizing it into  
 269 “smaller” projects, sequencing the smaller projects, completing the smaller projects, and then  
 270 bringing all the smaller projects together to demonstrate completion of the “big” project. In the  
 271 real-world, this is a valuable ability and skill to have.

272

### Required Tasks

274 Tasks are specific actions that the Analyst must take. Some Tasks are formative, such as  
 275 watching videos to orientate yourself with software, or reading book chapters, or reviewing  
 276 tables and figures. Other Tasks are summative, such as running commands in software,  
 277 interpreting the results, and saving the results for later use by yourself, another Analyst, or the  
 278 Presentation.

279

### Optional Technical Tasks

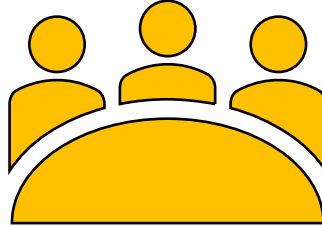
281 Tasks can further be differentiated between non-technical and technical. Technical Tasks  
 282 require the use of computer software that you are less familiar with, such as data analysis  
 283 software, geographic information system software, or graphic design software. Non-technical  
 284 tasks may use a computer, but not require any additional software beyond a web browser,  
 285 document editor, and spreadsheet editor.

286  
287  
288  
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292

Technical Tasks are optional. This means Technical Tasks are not required, but they are encouraged for those who want to develop technical skills that can serve them later.

Now, you may read “not required” and promptly move past them swiftly. However, I challenge you. I challenge you to complete the Technical Tasks for at least one of the four Analyst Roles.

## Chapter 6: What is a Roundtable?



294

### 295 **About**

296 Before I became a professor, I worked in the State Capitol and US Congress for 5 years. I had  
 297 many projects over the years. Some of my projects included:

- 298 • forming a coalition of the statewide student associations of the University of California,  
 299 California State University, and California Community College systems
- 300 • drafting legislation to protect the west coast of the United States from oil pollution spills
- 301 • building a policy network to support the United States' domestic manufacturing sector for  
 302 transportation systems (think buses, trains, boats, and airplanes)

303

304 As I was working on these projects, I regularly checked in. My colleagues and I literally sat  
 305 around a table and checked in with each other and the elected official. So, I'd like to replicate a  
 306 portion of that experience for us in our course.

307

### 308 **Assignment: Write a Roundtable "Checking In" Post**

309 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
 310 with me and your peers at our virtual roundtable.

311

312 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
 313 your classmates.

314

315 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
 316 as well.

317

### 318 **Rubric for Analyst Roundtable Check-Ins**

Criteria	Ratings	Points
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0

319

# Chapter 7: Data Analyst Workflow and Roundtable



## About

PPP – Data Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.

Data Analysis “is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.”<sup>2</sup> Data analysts work with spreadsheets, collections of spreadsheets (also called databases), and data analysis software. We typically use software by “pointing and clicking”. However, software can be “programmed” as well.

## Estimated Time

An estimated 4 hours is needed to complete this activity.

## Learning Objectives

By the completion of this learning unit, you will be able to:

- Remember what data analysis is
- Understand the utility of causal models
- Apply causal models to your public problem
- Analyze data for patterns related to your public problem’s causes or effects
- Evaluate the utility of data analysis in explaining a public problem
- Create a “Data Analyst Highlight” slide

---

<sup>2</sup> “Data Analysis.” [https://ori.hhs.gov/education/products/n\\_illinois\\_u/datamanagement/datopic.html](https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html) (June 28, 2019).

347 **Assignment: Data Analyst Workflow**

348 The purpose of the following tasks is to: learn about 2 data analysis software; read about causal  
349 models; create three causal models related to your public problem; and create a presentation  
350 slide.

351 **Step 1: Overview of data analysis software**

352 The purpose of this step is to introduce yourself to two industry-leading software for data  
353 analysis. You are not expected to use this software for this workflow, I just want you to know  
354 that it exists so in the future when you hear about data analysis, you will recall: “Hey, I  
355 remember there is data analysis software called R Studio and/or STATA!”

- 356 1. Watch [RStudio Overview](#)
  - 357 0. As an alternative to watching the video, visit [RStudio interface by Bookdown](#) to  
358 read about the R Studio interface.
- 359 2. Watch [Tour of STATA 16 Interface](#)
  - 360 0. As an alternative to watching the video, visit [Stata's interface page](#) to read about  
361 the STATA interface.

362  
363 **Step 2: Explore Causal Models**

364 The purpose of this step is to read two short articles that explain causal models and the causal  
365 modeling process. This is important for you to read so that you can complete the next step of  
366 drawing or creating your own causal models related to your specific public problem.

- 367 1. Read Youngblut, J. M. 1994. [“A Consumer’s Guide to Causal Modeling: Part I.”](#) Journal of  
368 pediatric nursing 9(4): 268–71.
- 369 2. Read Youngblut, J. M. 1994. [“A Consumer’s Guide to Causal Modeling: Part II.”](#) Journal  
370 of pediatric nursing 9(6): 409–13.

371  
372 **Step 3: Identify your unit of observation**

373 The purpose of this step is to consider what you are observing, before clarifying the relationship  
374 between cause and effect.

375  
376 You need to think about the unit of observation your public problem affects. Units of  
377 observation are the objects that are affected by the public problem, which can be people,  
378 school districts, cities, counties, states, or countries.

- 379
- What is your unit of observation?

380 **Step 4: Draw/Create three Causal Models related to your Public Problem**

381 The purpose of this step is to apply your knowledge of causal models to your specific public  
382 problem. The way you apply your knowledge is by drawing three causal models using pen and  
383 paper, or creating three causal models using software, such as Microsoft Word SmartArt or  
384 Google Draw.

385 Draw using pen and paper or design using art/draw in document editor (ex. Microsoft Word  
386 SmartArt or [draw.io](https://draw.io)) three causal models related to your public problem.

- 387 1. Causal model #1 drawing
- 388 2. Causal model #2 drawing
- 389 3. Causal model #3 drawing

390 While we are using the language of "causes" and "effects", there are other terms that are more  
391 appropriately use in analyzing causal relations. Causes can also be known as "independent  
392 variables" or "treatments". Effects can also be known as "dependent variables" or "outcomes".  
393

#### 394 Step 5: Create your "Data Analyst's Highlight" Presentation Slide for your Presentation

395 The purpose of this step is to reflect on these steps by explaining what you liked or disliked  
396 about the process, place one or more of your drawn/created causal models in a presentation  
397 slide, and find a data table, chart, or graph related public problem and placing it a presentation  
398 slide.

- 399 1. A [Google Slides Presentation template](#) is available to assist you in preparing this slide  
400 and your presentation.

401

402

---

### 403 **Assignment: Write a Roundtable "Checking In" Post**

404 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
405 with me and your peers at our virtual roundtable.

406

407 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
408 your classmates.

409

410 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
411 as well.

412

413 **Question: Do I need to include the file or link to my completed slide in my Check In?**

414 No. One aspect of the PPP is that you are given autonomy to progress through your work. You  
415 do not need to upload or link to your presentation in your check in post.

416

### 417 **Frequently Asked Questions**

418 Do I need to include the file or link to my completed slide in my Check In?

- 419 • One aspect of the PPP is that you are given autonomy to progress through your work.
- 420 • You do not need to upload or link to your presentation in your check in post.

421 Can I include a file or link to my slide in my Checking In Post?

- 422 • Some students use the Roundtables to hold themselves personally accountable for  
423 making progress on the PPP.



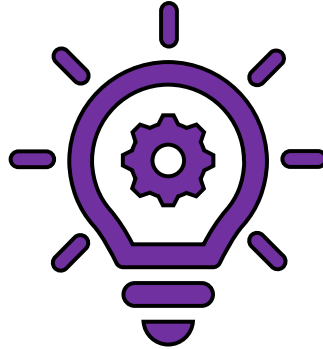
- 424
- 425
- 426
- 427
- 428
- Therefore, you are welcome to include a file or link to your slide or presentation. I will review and provide my feedback either in the Discussion Board or as an Assignment Comment.

**Rubric for Analyst Roundtable Check-Ins**

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

429

# 430 Optional Assignment: Technical Tasks for Data 431 Analyst



## 432 433 About

434 The purpose of the following optional technical tasks is to: create a spreadsheet; populate it  
435 with data you have found; import the spreadsheet into a data analysis software; and analyze  
436 the data in the software.

437  
438 This Optional Assignment is the first one offered, since it relates to the Data Analyst Workflow,  
439 but it should also require the most time: at least 4 weeks of sustained effort.

440  
441 While this assessment has Points assigned to it, it has NO bearing on your final grade because it  
442 is an Optional Assignment.

## 443 444 Step 1: Create an Excel Spreadsheet

- 445 • Download [Google Sheets Types of Datasets file](#)

## 446 Step 2: Collect Data related to your Public Problem

- 447 • Collect data of “Causes” (aka Independent Variables)
- 448 • Collect data for “Effects” (aka Dependent Variable)

## 449 Step 3: Select a Data Analysis Software

- 450 • STATA 16 and R Studio are installed in the computer labs located in #####.
- 451 • R Studio
  - 452 ○ RStudio requires R 3.0.1+. If you don't already have R, download it [here](#).
  - 453 ○ Download and install version of R Studio for your computer [RStudio 1.2.1335 -](#)  
454 [Windows 7+ \(64-bit\)](#) or [RStudio 1.2.1335 - Mac OS X 10.12+ \(64-bit\)](#)
- 455 • STATA 16
  - 456 ○ STATA is not available for download, it is only available in computer lab E-###

## 457 Step 4: Import Excel Data to Stata or RStudio

- 458 • R Studio: Read [Importing Data into RStudio](#)
- 459 • STATA: Watch [Getting started in STATA](#)

460 ○ Note this video can help with several of the following tasks

461 **Step 4: Obtain Summary/Descriptive Statistics**

- 462 ● R Studio: Read [Descriptive Statistics in RStudio](#)
- 463 ● STATA: Run "sum" command in STATA and preserve results

464 **Step 5: Obtain Cross-Tabulations**

- 465 ● R Studio: Read [Frequencies and Crosstabs in RStudio](#)
  - 466 ○ Tabulate the Dependent Variable with each Independent Variable
- 467 ● STATA: Run "tab" command in STATA
  - 468 ○ Tab the Dependent Variable with each Independent Variable

469 **Step 6: Obtain Scatterplot**

- 470 ● R Studio: Read [Scatterplots in RStudio](#)
  - 471 ○ Graph the Dependent Variable with each Independent Variable
- 472 ● STATA: Run "graph" command in STATA
  - 473 ○ Graph the Dependent Variable with each Independent Variable

474 **Step 7: Obtain Correlation**

- 475 ● R Studio: Read [Correlations in RStudio](#)
  - 476 ○ Correlate the Dependent Variable with each Independent Variable
- 477 ● STATA: Run "correlate" command in STATA
  - 478 ○ Correlate the Dependent Variable with each Independent Variable
  - 479 ○ Watch [How to Correlate in STATA](#)

480 **Step 8: Obtain Regression**

- 481 ● R Studio: Read [Regression in RStudio](#)
  - 482 ○ Regress the Dependent Variable with all three Independent Variables
- 483 ● STATA: Run "regress" command in STATA
  - 484 ○ Regress the Dependent Variable with all three Independent Variables

487 **Assignment: Write a Roundtable "Checking In" Post**

488 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
489 with me and your peers at our virtual roundtable.

491 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
492 your classmates.

494 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
495 as well.

497 **Rubric for Analyst Roundtable Check-Ins**

Criteria	Ratings	Points
Check In	Yes	10
	Missing	0

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

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# Chapter 8: Geographic Information Systems Analyst Workflow and Roundtable



### About

PPP – GIS Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.

Geographic Information Systems “is a framework for gathering, managing, and analyzing data. Rooted in the science of geography, GIS integrates many types of data. It analyzes spatial location and organizes layers of information into visualizations using maps and 3D scenes. With this unique capability, GIS reveals deeper insights into data, such as patterns, relationships, and situations—helping users make smarter decisions.”<sup>3</sup> GIS analysts work with spreadsheets and GIS software.

### Estimated Time

An estimated 4 hours is needed to complete this activity.

### Learning Objectives

By the completion of this learning unit, you will be able to:

- Remember what GIS analysis is
- Understand the utility of GIS maps
- Apply GIS maps to your public problem
- Analyze GIS maps for patterns related to your public problem’s causes or effects
- Evaluate the utility of GIS analysis in explaining a public problem
- Create a “GIS Analyst Highlight” slide

---

<sup>3</sup> “What is GIS?” <https://www.esri.com/en-us/what-is-gis/overview> (July 11, 2019).

527 **Assignment: GIS Analyst Workflow**

528 The purpose of the following tasks is to: introduce yourself to GIS; watch an overview of ArcGIS  
529 software; watch an overview of ArcGIS Online software; read an Introduction to GIS; find three  
530 maps related to your public problem; and create a presentation slide.

531

532 **Step 1: Watch Short Videos about ArcGIS**

533 The purpose of this step is to introduce yourself with ArcGIS, industry-leading software for  
534 geographic information systems analysis. You are not expected to use this software for this  
535 workflow, I just want you to know that it exists so in the future when you hear about GIS  
536 analysis, you will recall: “Hey, I remember there is GIS analysis software called ArcGIS!”

- 537 1. Watch [“What is GIS”](#)
  - 538 0. As an alternative to watching this video, visit [What is GIS?](#) to read about GIS.
- 539 2. Watch [“ArcGIS Overview”](#)
  - 540 0. As an alternative to watching this video, visit [About ArcGIS](#) to read about ArcGIS.
- 541 3. Watch [“ArcGIS Online Overview”](#)
  - 542 0. As an alternative to watching this video, visit [What is ArcGIS Online](#) to read  
543 about ArcGIS Online.

544

545 **Step 2: Read book chapter on GIS**

546 The purpose of this step is further introducing yourself to GIS by reading a chapter in “Getting  
547 to Know ArcGIS Pro” book. This chapter answers the question “What is GIS?” and later helps  
548 you explore ArcGIS Online, a web-based GIS software that you can sign up for.

- 549 1. Read [Chapter 1 “Introducing GIS”](#) in Law, Michael, and Amy Collins. 2016. Getting to  
550 Know ArcGIS Pro. Redlands, California: Esri Press.

551

552 **Step 3: Find at least 3 Maps online related to your Public Problem**

553 The purpose of this step is to apply your knowledge of GIS to your specific public problem. The  
554 way you apply your knowledge is by searching online for three maps related to your public  
555 problem.

556

557 I recommend using Google, and typing in the name of your public problem, followed by the  
558 word “maps”. For example, if your public problem is ocean pollution, then you should search  
559 google for “ocean pollution maps”.

- 560 1. Map 1 image and source/citation
- 561 2. Map 2 image and source/citation
- 562 3. Map 3 image and source/citation

563

564 **Step 4: Create your “GIS Analyst’s Highlight” Presentation Slide for your Presentation**

565 The purpose of this step is to reflect on these steps by explaining what you liked or disliked  
566 about the process, and place one or more of your maps you found online in a presentation  
567 slide.

568 1. A [Google Slides Presentation template](#) is available to assist you in preparing this slide  
569 and your presentation.  
570

---

571  
572 **Assignment: Write a Roundtable "Checking In" Post**

573 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
574 with me and your peers at our virtual roundtable.

575  
576 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
577 your classmates.

578  
579 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
580 as well.

581  
582 **Question: Do I need to include the file or link to my completed slide in my Check In?**

583 No. One aspect of the PPP is that you are given autonomy to progress through your work. You  
584 do not need to upload or link to your presentation in your check in post.

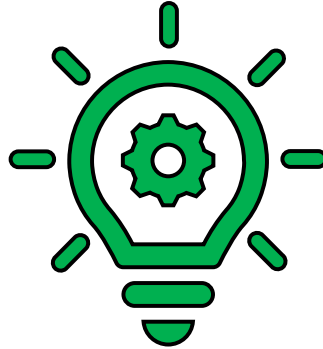
585

586 **Rubric for Analyst Roundtable Check-Ins**

Criteria	Ratings	Points
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

587

# Optional Assignment: Technical Tasks for GIS Analyst



## About

The purpose of the following optional technical tasks is to: complete a tutorial using ArcGIS Online; and create three maps related to your public problem in ArcGIS Online

This Optional Assignment should require at least 3 weeks of sustained effort.

While this assessment has Points assigned to it, it has NO bearing on your final grade because it is an Optional Assignment.

## Step 1: Complete [“Getting Started with ArcGIS Online”](#)

- Complete Lesson: [Create a Map](#)
- Complete Lesson: [Identify spatial patterns](#)
- Complete Lesson: [Create an app](#)

## Step 2: Generate at least 3 maps that help explain the public problem’s causes, effects, and/or solutions

---

## Assignment: Write a Roundtable "Checking In" Post

As you progress through your Public Policy Project and the Analyst Workflows, please check in with me and your peers at our virtual roundtable.

Post any questions, comments, concerns, or suggestions that you'd like to share with me and your classmates.

If you don't have any questions, comments, concerns or suggestions, then feel free to post that as well.



618

619 **Rubric for Analyst Roundtable Check-Ins**

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

620

# Chapter 9: Policy Analyst Workflow and Roundtable



## About

PPP – Policy Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.

Policy Analysis “is the process of identifying potential policy options that could address your problem and then comparing those options to choose the most effective, efficient, and feasible one. Conducting a policy analysis ensures you have gone through a systematic process to choose the policy option that may be best for your situation.”<sup>4</sup> Policy analysts work with existing and proposed laws and regulations, decision-making processes at the individual, local, state, national, and/or international level, and elected and appointed decision-makers.

## Estimated Time

An estimated 6 hours is needed to complete this activity.

## Learning Objectives

By the completion of this learning unit, you will be able to:

- Remember what policy analysis is
- Understand the utility of policy process model
- Apply policy-making models to your public problem
- Analyze policies related to your public problem’s causes or effects
- Evaluate the utility of policy analysis in explaining a public problem
- Create a “Policy Analyst Highlight” slide

<sup>4</sup> “Policy analysis”. [https://www.cdc.gov/policy/polaris/policyprocess/policy\\_analysis.html](https://www.cdc.gov/policy/polaris/policyprocess/policy_analysis.html) (July 11, 2019).

648 **Assignment: Policy Analyst Workflow**

649 The purpose of the following tasks is to: learn about the policy process model; identified  
650 specific federal, state, and local laws or regulations related to your public problem; and create a  
651 presentation slide.

652

653 **Step 1: Read the Centers for Disease Control and Prevention’s POLARIS Policy Process**

654 The purpose of this step is to introduce yourself to the policy process, as explained by the U.S.  
655 Centers for Disease Control and Prevention. The policy process consists of 5 parts: problem  
656 identification, policy analysis, strategy and policy development, policy enactment and policy  
657 implementation.

- 658 1. [Overview](#)
- 659 2. [Problem Identification](#)
- 660 3. [Policy Analysis](#)
- 661 4. [Strategy and Policy Development](#)
- 662 5. [Policy Enactment](#)
- 663 6. [Policy Implementation](#)

664

665 **Step 2: Identify a specific Federal Law or Regulation or Judicial Ruling**

666 Identify a specific Federal Law or Regulation or Judicial Ruling that needs to be amended or  
667 overruled to help solve the public problem.

668

669 The purpose of this step is to have you search for and identify a federal law, regulation, or  
670 judicial ruling related to your public problem. You only need to search for and identify one of  
671 the three. To help you get started, below are links to databases for each of the three.

672

673 Remember, you only need to identify one of the three at the federal level.

- 674 1. Search [Federal laws database](#)
- 675 2. Search [Federal regulations database](#)
- 676 3. Search [Federal judicial rulings database](#)

677

678 **Step 3: Identify a specific State Law or Regulation or Judicial Ruling**

679

680 Identify a specific State Law or Regulation or Judicial Ruling that needs to be amended or  
681 overruled to help solve the public problem.

682

683 The purpose of this step is to have you search for and identify a state law, regulation, or judicial  
684 ruling related to your public problem. You only need to search for and identify one of the three.  
685 To help you get started, below are links to databases for each of the three.

686

687 Again, remember, you only need to identify one of the three at the state level.

- 688 1. Search [State laws database](#)

- 689           2. Search [State regulations database](#)  
690           3. Search [State judicial rulings database](#)

691

692 Step 4-A (for POSC 120, POSC 121, or POSC 140 students only): Identify a specific Local Law or  
693 Regulation that needs to be amended to help solve the public problem.

694 The purpose of this step is to have you search for and identify a local law or regulation related  
695 to your public problem. You only need to search for and identify one of the two. To help you  
696 get started, below are links to databases for each of the two. Again, remember, you only need  
697 to identify one of the two at the local level.

698

699 Below are examples of three localities, you only need 1 and you can find another one that is  
700 more relevant (for example, you may want to look at the City of Lemon Grove, because that is  
701 your hometown)

- 702           1. [City of El Cajon laws](#)  
703           2. [City of San Diego laws](#)  
704           3. [Grossmont-Cuyamaca Community College District policies](#)

705

706 Step 4-B (for POSC 124 or POSC 130 students only): Identify a specific International Law or  
707 Regulation or Judicial Ruling that needs to be amended to help solve the public problem.

708 The purpose of this step is to have you search for and identify an international law or regulation  
709 or judicial ruling related to your public problem. You only need to search for and identify one of  
710 the three. To help you get started, below are links to databases for each of the three. Again,  
711 remember, you only need to identify one of the three at the international level

- 712           2. Search international law database  
713               a. [United Nations' Audiovisual Library of International Law](#)  
714           3. Search international regulations database  
715               a. Google search "[international regulations database](#)"  
716           4. Search international judicial rulings database  
717               a. [International Criminal Court](#)

718

719 Step 5: Create your "Policy Analyst's Highlight" Presentation Slide for your Presentation

720 The purpose of this step is to reflect on these steps by explaining what you liked or disliked  
721 about the process, and list a local law or rule, state law or rule, and federal law or rule on your  
722 presentation slide. Note: Students enrolled in POSC 124 or POSC 130 will need to list an  
723 international law or rule on the slide as well.

724

- 725           1. A [Google Slides Presentation template](#) is available to assist you in preparing this slide  
726           and your presentation.

727

728

729

730 **Assignment: Write a Roundtable "Checking In" Post**

731 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
732 with me and your peers at our virtual roundtable.

733  
734 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
735 your classmates.

736  
737 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
738 as well.

739  
740 **Question: Do I need to include the file or link to my completed slide in my Check In?**

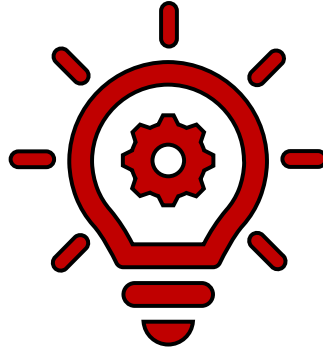
741 No. One aspect of the PPP is that you are given autonomy to progress through your work. You  
742 do not need to upload or link to your presentation in your check in post.

743  
744 **Rubric for Analyst Roundtable Check-Ins**

Criteria	Ratings	Points
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

745

# Optional Assignment: Technical Tasks for Policy Analyst



## About

The purpose of the following optional technical tasks is to: identify either a lawmaking strategy or a rulemaking strategy; and draft an Issue-Rule-Analysis-Conclusion (IRAC) memo to an elected official.

This Optional Assignment should require at least 2 weeks of sustained effort.

While this assessment has Points assigned to it, it has NO bearing on your final grade because it is an Optional Assignment.

## Step 1: Outline either a Lawmaking Strategy or Rulemaking Strategy

Develop a Strategy for Local, State, and Federal Lawmaking

- Local Lawmaking: City, County, School Board
- State Lawmaking: Governor, Legislature, Courts
- Federal Lawmaking: President, Senate, House, Courts
- International lawmaking: United Nations, International Criminal Court, bilateral agreement, multilateral agreement (POSC 124 or POSC 130 classes only)

Develop a Strategy for Local, State, and Federal Rulemaking

- Local Rulemaking: City, County, School Board
- State Rulemaking: Commission or Board
- Federal Rulemaking: Commission or Board
- International Rulemaking: United Nations, bilateral agreement, multilateral agreement (POSC 124 or POSC 130 classes only)

## Step 2: Write a 1-page memo addressed to an Elected Official.

The memo, written as a bullet point narrative, should include the following:

Issue

- Statement of public problem

- 776 • Causes of problem
- 777     ○ Cause 1
- 778     ○ Cause 2
- 779 • Effects of problem
- 780     ○ Effect 1
- 781     ○ Effect 2

782 **Rule**

- 783 • Lawmaking strategy or Rulemaking Strategy

784 **Analysis**

- 785 • Which of the levels should the elected official focus on and why?

786 **Conclusion**

- 787 • Proposed Solutions to the Problem
- 788     ○ Solution 1
- 789     ○ Solution 2

790

791

792 **Assignment: Write a Roundtable "Checking In" Post**

793 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
794 with me and your peers at our virtual roundtable.

795

796 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
797 your classmates.

798

799 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
800 as well.

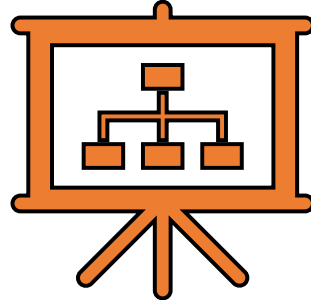
801

802 **Rubric for Analyst Roundtable Check-Ins**

Criteria	Ratings	Points
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

803

# Chapter 10: Communications Analyst Workflow and Roundtable



## About

PPP – Communications Analyst Workflow and Roundtable. The Workflow is a set of tasks you need to complete to produce part of your Presentation. While the Roundtable is a submitted Discussion where you check in with your classmates and the professor about the workflow.

Communication Analysis is the design, creation, and promotion of text, audio, and visual information produced from data, GIS, and policy analysis. Communications analysts work with spreadsheet, GIS, policy, graphic design, and infographic creation software.

## Estimated Time

An estimated 4 hours is needed to complete this activity.

## Learning Objectives

By the completion of this learning unit, you will be able to:

- Remember what communication analysis is
- Understand the utility of infographic design
- Apply infographic design to your public problem
- Analyze data, GIS, and policy analysis of public problem's causes or effects
- Evaluate the utility of communication analysis in explaining a public problem
- Create a "Communications Analyst Highlight" slide

## Assignment: Communications Analyst Workflow

The purpose of the following tasks is to: learn about 2 infographic design software; sketch three infographics; and create a presentation slide.

### Step 1: Watch 3 Short Videos of Infographic Software

The purpose of this step is to introduce yourself to web-based infographic software. You are not expected to use this software for this workflow, I just want you to know that it exists so in



835 the future when you hear about communications analysis and infographics, you will recall:  
836 “Hey, I remember there are websites I can use to create infographics!”

- 837 1. Watch [“How to Create an Infographic with Venngage”](#)
  - 838 0. As an alternative to watching the video, visit [How to Make an Infographic in 5](#)  
839 [Steps](#) to read about Venngage.
- 840 2. Watch ["Piktochart Tutorial: A Simple Guide to Piktochart for Beginners"](#)
  - 841 0. As an alternative to watching the video, visit [How to Create an Infographic in 5](#)  
842 [Minutes](#) to read about Piktochart.
- 843 3. Watch [How to Create an Infographic in Minutes With Visme - Infographic Design for](#)  
844 [Beginners](#)
  - 845 0. As an alternative to watching the video, visit [Infographic Design](#) to read about  
846 Visme.

847

848 **Step 2: Sketch three infographics that use the data, GIS, or policy analyst workflow results**

849 The purpose of this step is to apply your knowledge of infographics to your specific public  
850 problem. The way you apply your knowledge is by sketching three infographics related to your  
851 public problem. I recommend using pen and paper to sketch them out. You could also use an  
852 online infographics maker, like Venngage, Piktochart, or Visme, but that’s entirely up to you.

- 853 1. Infographic 1
- 854 2. Infographic 2
- 855 3. Infographic 3

856

857 **Step 3: Create your “Communications Analyst’s Highlight” Presentation Slide for your**  
858 **Presentation**

859 The purpose of this step is to reflect on these steps by explaining what you liked or disliked  
860 about the process and include at least 1 of the 3 infographics you sketched or created.

- 861 1. A [Google Slides Presentation template](#) is available to assist you in preparing this slide  
862 and your presentation.

863

864

865

---

866 **Assignment: Write a Roundtable "Checking In" Post**

867 As you progress through your Public Policy Project and the Analyst Workflows, please check in  
868 with me and your peers at our virtual roundtable.

869

870 Post any questions, comments, concerns, or suggestions that you'd like to share with me and  
871 your classmates.

872

873 If you don't have any questions, comments, concerns or suggestions, then feel free to post that  
874 as well.

875

876 Question: Do I need to include the file or link to my completed slide in my Check In?  
 877 No. One aspect of the PPP is that you are given autonomy to progress through your work. You  
 878 do not need to upload or link to your presentation in your check in post.  
 879

880 **Rubric for Analyst Roundtable Check-Ins**

Criteria	Ratings	Points
Check In	Yes	10
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

881

# Optional Assignment: Technical Tasks for Communications Analyst



## About

The purpose of the following optional technical tasks is to: create an infographic using software.

This Optional Assignment should require at least 1 week of sustained effort.

While this assessment has Points assigned to it, it has NO bearing on your final grade because it is an Optional Assignment.

## Step 1: Create at least 1 infographic using software

- Select [Venngage](#), [Piktochart](#), [Adobe Spark](#), or another software that you found
- Create at least 2 infographics with your selected software

---

## Assignment: Write a Roundtable "Checking In" Post

As you progress through your Public Policy Project and the Analyst Workflows, please check in with me and your peers at our virtual roundtable.

Post any questions, comments, concerns, or suggestions that you'd like to share with me and your classmates.

If you don't have any questions, comments, concerns or suggestions, then feel free to post that as well.

## Rubric for Analyst Roundtable Check-Ins

Criteria	Ratings	Points
Check In	Yes	10

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
	Missing	0
Question Asked	Yes	0
	No	0
Comment Made	Yes	0
	No	0
Concern Shared	Yes	0
	No	0
Suggested Made	Yes	0
	No	0
Resource Shared	Yes	0
	No	0

911

912

# Chapter 11: My PowerPoint Presentation



913

## 914 **About**

915 PPP – My PowerPoint Presentation is an Assignment where you submit a completed  
916 PowerPoint presentation of your Public Policy Project.

917

918 Most of the slides of your presentation are directly correlated with the prior parts of the PPP.

919

## 920 **Estimated Time**

921 An estimated 2-4 hours is needed to complete this activity.

922

## 923 **Instructions**

924 A [Google Slides Presentation template](#) [Links to an external site.](#) has been available since the 1st  
925 week of the Public Policy Project to assist you in preparing your presentation.

926

927 And hopefully you viewed, copied, and have been updating the template as you've progressed  
928 through the Analyst Workflows and Roundtables.

929

930 Now, it is time to complete your Public Policy Project presentation and submit it for evaluation  
931 by the Professor.

932

## 933 **11 Slides of the Presentation**

934 The PowerPoint Presentation gives you an opportunity to communicate your findings. Your  
935 PowerPoint Presentation should consist of the following slides:

936

1. Title Slide

937

2. Public Problem

938

- Use your Post from PPP - Classroom Discussion and/or submission from My Public Problem to populate this slide.

939

940 3. Causes of Problem

941

- Use your Post from PPP - Classroom Discussion and/or submission from My Public Problem to populate this slide.

942

943

4. Effects of Problem

- 944 ○ Use your Post from PPP - Classroom Discussion and/or submission from My
- 945 Public Problem to populate this slide.
- 946 5. Data Analyst Highlight
  - 947 ○ This slide is the result of the Data Analyst Workflow
- 948 6. GIS Analyst Highlight
  - 949 ○ This slide is the result of the GIS Analyst Workflow
- 950 7. Policy Analyst Highlight
  - 951 ○ This slide is the result of the Policy Analyst Workflow
- 952 8. Communications Analyst Highlight
  - 953 ○ This slide is the result of the Communications Analyst Workflow
- 954 9. Solutions to Problem
- 955 10. Three-Bullet Point Reflection
- 956 11. Works Cited

957

### Support

959 Can I have an alternative to a PowerPoint?

- 960 ● Yes. In the past, students have used [PreziLinks to an external site.](#), and put
- 961 together [videosLinks to an external site.](#) and [Twitter feedsLinks to an external site.](#) to
- 962 communicate their Public Policy Project as well.

963 Do you provide an example of a completed PowerPoint?

- 964 ● A common question I hear about the PPP – Presentation is whether I provide examples
- 965 or not?
- 966 ● I typically do not provide examples because I prefer students use their own thoughts
- 967 and creativity in preparing their Presentation.
- 968 ● The PowerPoint Template is sufficient as is, so you can simply populate it and submit.
- 969 ● However, you are encouraged to go above and beyond in preparing your Presentation:
- 970 nice design, smooth organization, and aesthetically appealing.

971

### Rubric

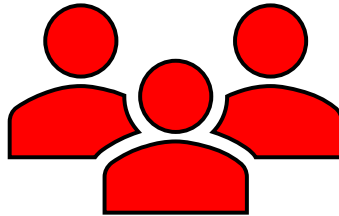
Criteria	Ratings	Points
Title Slide	Included	1
	Not Included	0
Public Problem	What AND Why	4
	What OR Why	2
	Slide missing	0
Causes of Problem	3 causes	6
	2 causes	4
	1 cause	2
	Missing	0
Effects of Problem	3 effects	6
	2 effects	4
	1 effect	2

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
	Missing	0
Data: Like/Dislike	Included	5
	Missing	0
Data: Unit of Observation	Specified	5
	Not Specified	0
Data: Causal Model	Included	5
	Missing	0
Data: Table, Chart, or Graph	Included	5
	Missing	0
GIS: Like/Dislike	Included	5
	Missing	0
GIS: Map	Included	5
	Missing	0
Policy: Like/Dislike	Included	5
	Missing	0
Policy: Local/International Level	Included	5
	Missing	0
Policy: State Level	Included	5
	Missing	0
Policy: National Level	Included	5
	Missing	0
Communications: Like/Dislike	Included	5
	Missing	0
Communications: Infographic	Included	5
	Missing	0
Solutions to Problem	3 solutions provided	6
	2 solutions provided	4
	1 solution provided	2
	Missing	0
Reflection	3 bullet points	3
	2 bullet points	2
	1 bullet point	1
	Missing	0
Works Cited	Included	5
	Not Included	0

973

## Chapter 12: Share-Pair-Think Discussion

974  
975



976

### 977 **About**

978 PPP – Share-Pair-Think is a Discussion where you share your PowerPoint Presentation with your  
979 classmates and pair up with a classmate of your choice to provide them feedback on their  
980 Presentation.

981

982 There is a concept in teaching called “Think-Pair-Share”. Educators encourage their students to  
983 think about an object (idea, concept, theory, piece of art, theater production, song, etc.). Then,  
984 the educator will pair students together. Once paired, students will share their thoughts about  
985 the objects with their peer.

986

987 You have already put a lot of thought and effort into your presentation, so it’s time to share it  
988 with your classmates. After that, you should pair up with a classmate of your choice, think  
989 about their presentation, and provide them valuable feedback.

990

991 It is time to Share-Pair-Think!

992

### 993 **Estimated Time**

994 An estimated 2 hours is needed to complete this activity.

995

### 996 **Online Only Course**

997 You are not randomly assigned to a group. You are free to choose a peer’s presentation to  
998 review.

999

1000 Once you pair yourself, you will review the PowerPoint Presentation of your chosen peer.

1001

### 1002 **Face-to-Face Courses**

1003 I have randomly assigned you to a group of 2, or possibly 3 (if there are an odd number of  
1004 students in the classroom).

1005



1006 Once paired, you will share your PowerPoint Presentation with your peer in class.  
 1007 After each group member shares their presentation, you should think about each other's  
 1008 Presentations and then post your thoughts below.

1009

1010 **Instructions**

1011 **Post**

- Upload your Presentation.
  - Option 1: Attach File
    - Canvas Help: [How do I attach a file to a discussion reply as a student?](#)
  - Option 2: Link to Google Slides or PowerPoint.
  - Option 3: Embed Google Slides or PowerPoint into your Post.
- Write a 5-sentence summary of your presentation.

1018

1019 **Reply to a Peer's Post**

- Respond to the following questions:
  1. What did you find most similar about your classmate's presentation to your own presentation?
  2. What did you find least similar about your classmate's presentation to your own presentation?
  3. What about your classmate's presentation did you find most interesting?
  4. Where do you think your classmate's presentation can improve?

1027

1028 **Rubric**

Criteria	Ratings	Points
Post: # Sentences	5	20
	4	16
	3	12
	2	8
	1	4
	0	0
Post: File Attached	Yes	5
	No	0
Post Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0
Reply: Most Similar	Yes	20
	No	0
Reply: Least Similar	Yes	20
	No	0
Reply: Most Interesting	Yes	20

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
	No	0
Reply: Improvement	Yes	20
	No	0
Reply Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

1029

# Chapter 13: My Reflection



1030  
1031

1032

## 1033 **About**

1034 PPP – Reflection is an opportunity for you share with me, your professor, your thoughts about  
1035 the Public Policy Project. No other student will read your reflection.

1036

## 1037 **Estimated Time**

1038 An estimated 2 hours is needed to complete this activity.

1039

## 1040 **Instructions**

1041 Please write at least 6 sentences reflecting on the Public Policy Project.

1042 Sentence #1: Your 1st Sentence should be a question. Examples of questions include:

- 1043 • What did you find most interesting about the Public Policy Project? Why did you find  
1044 this the most interesting?
- 1045 • What did you find most relevant to your daily life about the Public Policy Project? Why  
1046 did you find this the most relevant?
- 1047 • You are welcome to ask and answer your own question.

1048 Sentence #2-6: Sentences 2 through 6 should be your response to the question you posed in  
1049 sentence #1.

1050

## 1051 **Rubric**

Criteria	Ratings	Points
1 <sup>st</sup> Sentence a Question	Yes	25
	No	0
Quantity: # Sentences	5	75
	4	60
	3	45
	2	30
	1	15
	0	0

<b>Criteria</b>	<b>Ratings</b>	<b>Points</b>
Quality: Subjective evaluation by Professor	01 – Superb	0
	02 – Excellent	0
	03 – Great	0
	04 – Good	0
	05 – Insufficient	0

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# Appendix #1: Recommended Resources for Analysts Roles

In addition to the resources uploaded to the course website (such as book chapters) or online content (i.e. videos), below are recommended resources for Analysts Roles:

## Data Analyst:

- Franco, Josh. 2021. Polimetrics: A Companion to Introduction to Political Science Research Methods. EBook - Adobe PDF. 1st Edition. <https://ipsrm.com/polimetrics/>
- Hamilton, L. C. (2012). Statistics with Stata: version 12. Cengage Learning.
- [R Studio Books](#)

## GIS Analyst:

- Law, M., & Collins, A. (2016). Getting to know ArcGIS Pro. Esri Press.

## Policy Analyst:

- Centers for Disease Control and Prevention's [POLARIS Home Page \(cdc.gov\)](#)
- Kraft, M. E., & Furlong, S. R. (2013). Public policy: politics, analysis, and alternatives (4th ed.). Los Angeles: SAGE Publications.

## Communications Analyst:

- Lankow, J., et al. (2012). Infographics: the power of visual storytelling. Hoboken, N.J., John Wiley & Sons, Inc.

## Appendix #2: California Community Colleges Region 10 Strong Workforce Program's 21st Century Skills & Core Competencies

“In the fall of 2018, the [California Community College Region 10 Strong Workforce Program](#) sent a “21st Century Skills & Core Competencies” survey to all community college faculty who teach at the 10 institutions in the region.”

The matrix below shows how the Public Policy Project Analyst Workflows map to the skills listed in the survey.

Skill	Public Policy Project	Analyst Workflow(s)
Adaptability		
Aesthetic Awareness	1	Communications
Collaboration		
Communication	1	Communications
Creative Thinking	1	All
Critical Thinking	1	All
Cultural Competence		
Education/Career Navigation Skills		
Empathy		
Entrepreneurial Mindset	1	All
Environmental Awareness	1	GIS
Ethical Reasoning/Action		
Information Literacy/Digital Fluency	1	Data, GIS, Communications
Leadership		
Learning Skills/Metacognition	1	All
Personal Responsibility/Self-Management	1	All
Problem-Solving	1	Policy
Resilience/Grit		
Self-Awareness		
Social Responsibility	1	Policy