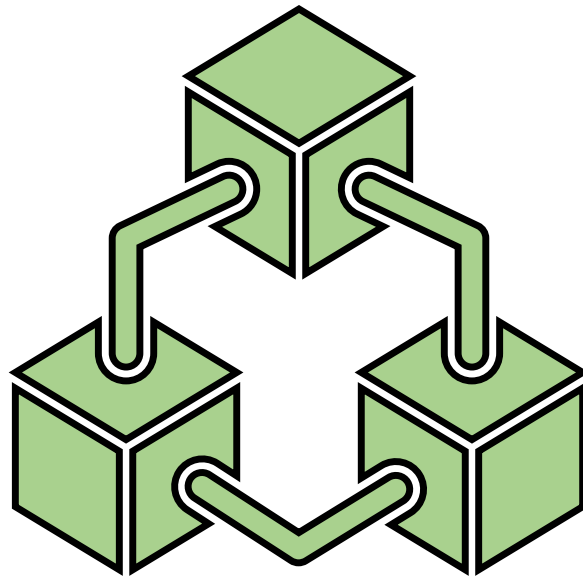


Public Policy Project Workbook



Spring 2021 Edition

Josh Franco, Ph.D.

Cuyamaca College

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Josh Franco, Ph.D., Cuyamaca College

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Public Policy Project Workbook

Visit <https://www.opolisci.com/public-policy-project-workbook/> to download the latest edition of the workbook

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

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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.

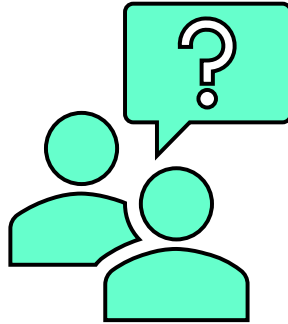
After I graduated from UC Merced, I entered the [UC Center Sacramento program](#) in June 2007. I had already secured an internship in the Office of the Lieutenant Governor John Garamendi Sr. thanks to John Garamendi Jr. who, after a 40-minute conversation in April 2007, said “Call this phone number;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

1

Chapter 1: Introduction



2

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

6

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

8

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

14

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

16

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

21

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

24

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

29

30 So, let's begin our journey together in the Public Policy Project.

31

32 Learning Objectives for the Public Policy Project

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

34

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

43

44 Revised Bloom's Taxonomy

45 These six objectives based on the 6 cognitive process dimensions of revised Bloom's Taxonomy
46 (Anderson et al., 2001). Below are the six dimensions and a brief description¹:

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

55

56 Google Drive

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

59

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

63

64 Additional Readings

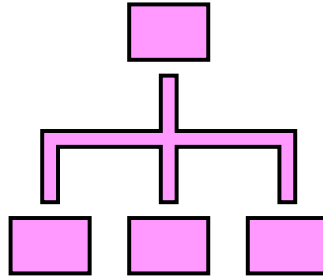
- 65 • Read ["Domestic Policy"](#) in OpenStax's American Government 2e book, which is freely
66 available online.
- 67 • Read ["Foreign Policy"](#) in OpenStax's American Government 2e book, which is freely
68 available online.

69

70

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

Chapter 2: Overview of the Public Policy Project



72

73

Nine Assessments

74 The Public Policy Project consists of nine assessments listed below:

- 75 1. Classroom Discussion
- 76 2. My Public Problem individual submission
- 77 3. Data Analyst Workflow and Roundtable
- 78 4. Geographic Information Systems Workflow and Roundtable
- 79 5. Policy Workflow and Roundtable
- 80 6. Communications Workflow and Roundtable
- 81 7. My PowerPoint Presentation individual submission
- 82 8. Pair-Share-Think Discussion
- 83 9. My Reflection individual submission

84

| 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 PPP PowerPoint Presentation |
| 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 |
| Communications Workflow and Roundtable | 1 sentence for check in; you should update your Communications Highlight slide |
| My PowerPoint Presentation individual submission | Complete Presentation |
| Pair-Share-Think Discussion | 5 sentences for post 5 sentences for reply |
| My Reflection individual submission | 5 sentences for individual submission |

85

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

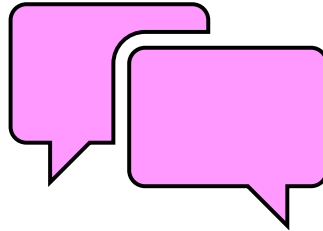
88

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

91

92
93

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



94

About

95
96 Problems can be classified as private or public. Private problems are problems that effect a
97 single individual, while public problems effect many individuals or an ecosystem. Public
98 problems can emerge when private problems spill into the public sphere or consciousness.

99

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

105

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

107

Estimated Time

108
109 An estimated 120 minutes is needed to complete this activity.

110

Assignment: Classroom Discussion

111
112 “I got 99 public problems...”, but in reality, there are a multitude of “public problems” in our
113 neighborhood, community, city, county, region, state, nation, hemisphere, and mother Earth.

114

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

117

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

120

Post a public problem

121

122

123

124

- 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

125 • Explain what at least effect of the public problem is

126

127 Reply to a peer’s public problem

128 • Validate your peer’s justification for focusing on the public problem

129 • Add one additional cause of the public problem

130 • Add one additional effect of the public problem

131

132 Reply to a second peer’s public problem

133 • Validate your peer’s justification for focusing on the public problem

134 • Add one additional cause of the public problem

135 • Add one additional effect of the public problem

136

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

138 • Validate your peer’s justification for focusing on the public problem

139 • Add one additional cause of the public problem

140 • Add one additional effect of the public problem

141

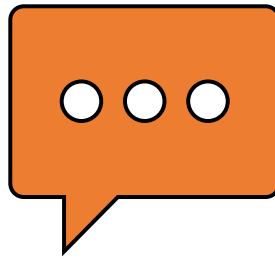
142 Rubric

| Criteria | Ratings | Points |
|--|---|-----------------------|
| Post: State a Public Problem | Yes No | 5 0 |
| Post: Share Why Public Problem is Important to You | Yes No | 5 0 |
| Post: Explain at least 1 Cause of Public Problem | Yes No | 5 0 |
| Post: Explain at least 1 Effect of Public Problem | Yes No | 5 0 |
| Post Quality: Subjective evaluation by Professor | 01 – Superb 02 – Excellent 03 – Great 04 – Good 05 – Insufficient | 0 0 0 0 0 |
| Reply 1: Validate Peer | Yes No | 5 0 |
| Reply 1: Offer Additional Cause of their Public Problem | Yes No | 5 0 |
| Reply 1: Offer Additional Effect of their Public Problem | Yes No | 5 0 |
| Reply 1 Quality: Subjective evaluation by Professor | 01 – Superb 02 – Excellent 03 – Great 04 – Good | 0 0 0 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 rd Reply | Yes | 0 |
| | No | 0 |

143

Chapter 4: My Public Problem



145

146 About

147 After discussing public problems, you decide and share which public problem you want to focus
148 on for the duration of the Project.

149

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

153

154 Validating your peers’ public problems moves us away from typical “my public problem is the
155 most important” debate to thoughtfully considering what a public problem is, what causes the
156 problem, and what are they effects of the public problem.

157

158 Estimated Time

159 An estimated 90 minutes is needed to complete this activity.

160

161 Assignment: Post Your Public Problem

162 After discussing public problems, causes, and effects with your peers, it’s time to share your
163 public problem, causes and effects directly with the Professor.

164

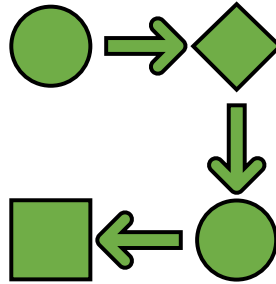
165 Rubric

| 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 |

166

Chapter 5: What is an Analyst Workflow?



168

169 About

170 Analysts are working towards addressing one or all aspects of the Public Problem through their
 171 Workflows. Workflows are a series of Tasks that each Analysts needs to complete to produce a
 172 presentation.

173

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

177

178 Project Management

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

181

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

186

187 Required Tasks

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

193

194 Optional Technical Tasks

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

200

201 Technical Tasks are optional. This means Technical Tasks are not required, but they are
202 encouraged for those who want to develop technical skills that can serve them later.
203
204 Now, you may read “not required” and promptly move past them swiftly. However, I challenge
205 you. I challenge you to complete the Technical Tasks for at least one of the four Analyst Roles.
206

Chapter 6: What is a Roundtable?



208

209 About

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

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

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

220

221 Assignment: Write a Roundtable "Checking In" Post

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

224

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

227

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

230

231 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 |

232

Chapter 7: Data Analyst Workflow and Roundtable



234

235 About

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

241

242 Estimated Time

243 An estimated 210 minutes is needed to complete this activity.

244

245 Learning Objectives

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

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

253

254

255 Assignment: Data Analyst Workflow

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

259 Step 1: Overview of data analysis software

260 The purpose of this step is to introduce yourself to two industry-leading software for data
 261 analysis. You are not expected to use this software for this workflow, I just want you to know

² “Data Analysis.” https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html (June 28, 2019).

262 that it exists so in the future when you hear about data analysis, you will recall: “Hey, I
263 remember there is data analysis software called R Studio and/or STATA!”

- 264 1. Watch [RStudio Overview](#)
- 265 2. Watch [Tour of STATA 16 Interface](#)

266 Step 2: Explore Causal Models

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

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

274 Step 3: Identify your unit of observation

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

277
278 You need to think about the unit of observation your public problem affects. Units of
279 observation are the objects that are affected by the public problem, which can be people,
280 school districts, cities, counties, states, or countries.

- 281 • What is your unit of observation?

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

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

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

- 289 1. Causal model #1 drawing
- 290 2. Causal model #2 drawing
- 291 3. Causal model #3 drawing

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

295 Step 5: Create your “Data Analyst’s Highlight” Presentation Slide for your Presentation

296 The purpose of this step is to reflect on these steps by explaining what you liked or disliked
297 about the process, place one or more of your drawn/created causal models in a presentation

298 slide, and find a data table, chart, or graph related public problem and placing it a presentation
299 slide.

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

303
304 **Assignment: Write a Roundtable "Checking In" Post**

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

307
308 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
309 your classmates.

310
311 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
312 as well.

313
314 **Question: Do I need to include the file or link to my completed slide in my Check In?**

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

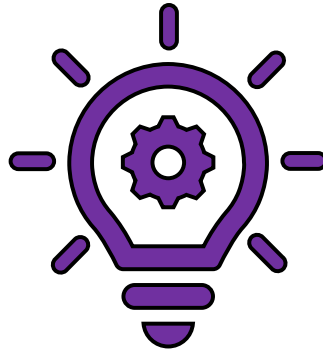
317
318 **Rubric for Analyst Roundtable Check-Ins**

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

319

320

Optional Assignment: Technical Tasks for Data Analyst



321

322 About

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

326

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

329

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

332

333 Step 1: Create an Excel Spreadsheet

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

335 Step 2: Collect Data related to your Public Problem

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

338 Step 3: Select a Data Analysis Software

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

346 Step 4: Import Excel Data to Stata or RStudio

- 347 • R Studio: Read [Importing Data into RStudio](#)
- 348 • STATA: Watch [Getting started in STATA](#)
 - 349 ○ Note this video can help with several of the following tasks

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

- 351 • R Studio: Read [Descriptive Statistics in RStudio](#)
- 352 • STATA: Run "sum" command in STATA and preserve results

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

- 354 • R Studio: Read [Frequencies and Crosstabs in RStudio](#)
 - 355 ○ Tabulate the Dependent Variable with each Independent Variable
- 356 • STATA: Run "tab" command in STATA
 - 357 ○ Tab the Dependent Variable with each Independent Variable

358 **Step 6: Obtain Scatterplot**

- 359 • R Studio: Read [Scatterplots in RStudio](#)
 - 360 ○ Graph the Dependent Variable with each Independent Variable
- 361 • STATA: Run "graph" command in STATA
 - 362 ○ Graph the Dependent Variable with each Independent Variable

363 **Step 7: Obtain Correlation**

- 364 • R Studio: Read [Correlations in RStudio](#)
 - 365 ○ Correlate the Dependent Variable with each Independent Variable
- 366 • STATA: Run "correlate" command in STATA
 - 367 ○ Correlate the Dependent Variable with each Independent Variable
 - 368 ○ Watch [How to Correlate in STATA](#)

369 **Step 8: Obtain Regression**

- 370 • R Studio: Read [Regression in RStudio](#)
 - 371 ○ Regress the Dependent Variable with all three Independent Variables
- 372 • STATA: Run "regress" command in STATA
 - 373 ○ Regress the Dependent Variable with all three Independent Variables

375
376 **Assignment: Write a Roundtable "Checking In" Post**

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

379
380 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
381 your classmates.

382
383 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
384 as well.

385
386 **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 |

387

388
389

Chapter 8: Geographic Information Systems Analyst Workflow and Roundtable



390

391 About

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

398

399 Estimated Time

400 An estimated 210 minutes is needed to complete this activity.

401

402 Learning Objectives

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

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

410

411

412 Assignment: GIS Analyst Workflow

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

416

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

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

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

- 422 1. Watch [“What is GIS”](#)
 - 423 2. Watch [“ArcGIS Overview”](#)
 - 424 3. Watch [“ArcGIS Online Overview”](#)
- 425

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

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

- 430 1. Read [Chapter 1 “Introducing GIS”](#) in Law, Michael, and Amy Collins. 2016. Getting to
431 Know ArcGIS Pro. Redlands, California: Esri Press.
- 432

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

434 The purpose of this step is to apply your knowledge of GIS to your specific public problem. The
435 way you apply your knowledge is by searching online for three maps related to your public
436 problem. I recommend using Google, and typing in the name of your public problem, followed
437 by the word “maps”. For example, if your public problem is ocean pollution, then you should
438 search google for “ocean pollution maps”.

- 439 1. Map 1 image and source/citation
 - 440 2. Map 2 image and source/citation
 - 441 3. Map 3 image and source/citation
- 442

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

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

- 447 1. A [Google Slides Presentation template](#) is available to assist you in preparing this slide
448 and your presentation.
- 449
-

450

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

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

454

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

457

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

460

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

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

464

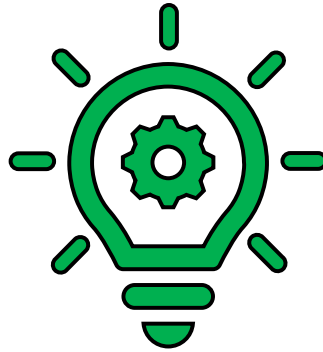
465 **Rubric for Analyst Roundtable Check-Ins**

| 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 |

466

467

Optional Assignment: Technical Tasks for GIS Analyst



468

About

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

472

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

474

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

477

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

479

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

480

481

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

484

485

486

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.

490

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

493

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

496

497 Rubric for Analyst Roundtable Check-Ins

| Criteria | Ratings | Points |
|----------|---------|--------|
|----------|---------|--------|

| | | |
|-----------------|----------------|---------|
| Check In | Yes Missing | 10 0 |
| Question Asked | Yes No | 0 0 |
| Comment Made | Yes No | 0 0 |
| Concern Shared | Yes No | 0 0 |
| Suggested Made | Yes No | 0 0 |
| Resource Shared | Yes No | 0 0 |

498

Chapter 9: Policy Analyst Workflow and Roundtable



500

501 About

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

508

509 Estimated Time

510 An estimated 210 minutes is needed to complete this activity.

511

512 Learning Objectives

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

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

520

521 Assignment: Policy Analyst Workflow

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

525

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

527 The purpose of this step is to introduce yourself to the policy process, as explained by the U.S.
528 Centers for Disease Control and Prevention. The policy process consists of 5 parts: problem

⁴ “Policy analysis”. https://www.cdc.gov/policy/polaris/policyprocess/policy_analysis.html (July 11, 2019).

529 identification, policy analysis, strategy and policy development, policy enactment and policy
530 implementation.

- 531 1. [Overview](#)
- 532 2. [Problem Identification](#)
- 533 3. [Policy Analysis](#)
- 534 4. [Strategy and Policy Development](#)
- 535 5. [Policy Enactment](#)
- 536 6. [Policy Implementation](#)

537 Step 2: Identify a specific Federal Law or Regulation or Judicial Ruling that needs to be amended
538 or overruled to help solve the public problem

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

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

- 543 1. Search [Federal laws database](#)
- 544 2. Search [Federal regulations database](#)
- 545 3. Search [Federal judicial rulings database](#)

546 Step 3: Identify a specific State Law or Regulation or Judicial Ruling that needs to be amended
547 or overruled to help solve the public problem

548 The purpose of this step is to have you search for and identify a state law, regulation, or judicial
549 ruling related to your public problem. You only need to search for and identify one of the three.

550 To help you get started, below are links to databases for each of the three. Again, remember,
551 you only need to identify one of the three at the state level.

- 552 1. Search [State laws database](#)
- 553 2. Search [State regulations database](#)
- 554 3. Search [State judicial rulings database](#)

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

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

561

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

- 565 1. [City of El Cajon laws](#)
- 566 2. [City of San Diego laws](#)
- 567 3. [Grossmont-Cuyamaca Community College District policies](#)

568 Step 4-B (for POSC 124 or POSC 130 students only): Identify a specific International Law or
569 Regulation or Judicial Ruling that needs to be amended to help solve the public problem.
570 The purpose of this step is to have you search for and identify an international law or regulation
571 or judicial ruling related to your public problem. You only need to search for and identify one of
572 the three. To help you get started, below are links to databases for each of the three. Again,
573 remember, you only need to identify one of the three at the international level

- 574 2. Search international law database
 - 575 a. [United Nations' Audiovisual Library of International Law](#)
 - 576 3. Search international regulations database
 - 577 a. Google search "[international regulations database](#)"
 - 578 4. Search international judicial rulings database
 - 579 a. [International Criminal Court](#)
- 580

581 Step 5: Create your "Policy Analyst's Highlight" Presentation Slide for your Presentation
582 The purpose of this step is to reflect on these steps by explaining what you liked or disliked
583 about the process, and list a local law or rule, state law or rule, and federal law or rule on your
584 presentation slide. Note: Students enrolled in POSC 124 or POSC 130 will need to list an
585 international law or rule on the slide as well.

- 586
 - 587 1. A [Google Slides Presentation template](#) is available to assist you in preparing this slide
588 and your presentation.
- 589
590

591

592 Assignment: Write a Roundtable "Checking In" Post

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

595

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

598

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

601

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

605 Rubric for Analyst Roundtable Check-Ins

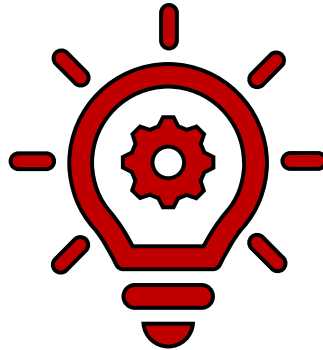
| Criteria | Ratings | Points |
|----------|---------|--------|
| Check In | Yes | 10 |

| | | |
|-----------------|---------|---|
| | 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 |

607

608

Optional Assignment: Technical Tasks for Policy Analyst



609

610 About

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

614

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

616

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

619

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

621 Develop a Strategy for Local, State, and Federal Lawmaking

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

627 Develop a Strategy for Local, State, and Federal Rulemaking

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

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

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

635 Issue

- 636 • Statement of public problem
- 637 • Causes of problem
 - 638 ○ Cause 1
 - 639 ○ Cause 2

- 640 • Effects of problem
- 641 ○ Effect 1
- 642 ○ Effect 2

643 **Rule**

- 644 • Lawmaking strategy or Rulemaking Strategy

645 **Analysis**

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

647 **Conclusion**

- 648 • Proposed Solutions to the Problem
- 649 ○ Solution 1
- 650 ○ Solution 2

651

652

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

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

656

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

659

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

662

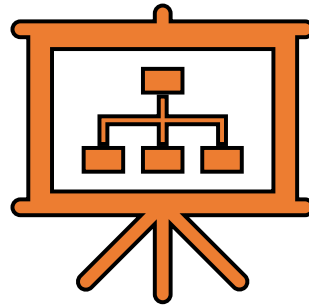
663 **Rubric for Analyst Roundtable Check-Ins**

| 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 |

664

665

Chapter 10: Communications Analyst Workflow and Roundtable



666

667 About

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

671

672 Estimated Time

673 An estimated 210 minutes is needed to complete this activity.

674

675 Learning Objectives

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

677

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

683

684 Assignment: Communications Analyst Workflow

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

687

688 Step 1: Watch 3 Short Videos of Infographic Software

689 The purpose of this step is to introduce yourself to web-based infographic software. You are
690 not expected to use this software for this workflow, I just want you to know that it exists so in
691 the future when you hear about communications analysis and infographics, you will recall:

692 "Hey, I remember there are websites I can use to create infographics!"

693

- 694 1. Watch ["How to Create an Infographic with Venngage"](#)
- 695 2. Watch ["Piktochart Tutorial: A Simple Guide to Piktochart for Beginners"](#)
- 696 3. Watch [Visme's "How to Create Engaging Infographics"](#)

696

697 Step 2: Sketch three infographics that use the data, GIS, or policy analyst workflow results
 698 The purpose of this step is to apply your knowledge of infographics to your specific public
 699 problem. The way you apply your knowledge is by sketching three infographics related to your
 700 public problem. I recommend using pen and paper to sketch them out. You could also use an
 701 online infographics maker, like Venngage, Piktochart, or Visme, but that’s entirely up to you.

- 702 1. Infographic 1
- 703 2. Infographic 2
- 704 3. Infographic 3

705
 706 Step 3: Create your “Communications Analyst’s Highlight” Presentation Slide for your
 707 Presentation

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

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



714
 715 **Assignment: Write a Roundtable "Checking In" Post**

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

718
 719 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
 720 your classmates.

721
 722 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
 723 as well.

724

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

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

728

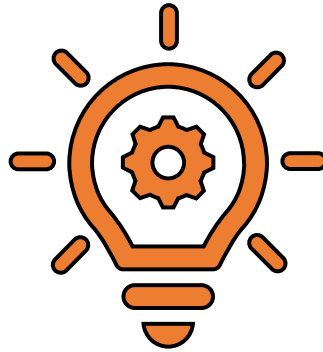
729 **Rubric for Analyst Roundtable Check-Ins**

| 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 |

730

731 **Optional Assignment: Technical Tasks for Communications Analyst**
732



733
734 **About**

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

736
737 This Optional Assignment should require at least 1 week of sustained effort.

738
739 While this assessment has Points assigned to it, it has NO bearing on your final grade because it
740 is an Optional Assignment.

741
742 **Step 1: Create at least 1 infographic using software**

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

745
746

747
748 **Assignment: Write a Roundtable "Checking In" Post**

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

751
752 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
753 your classmates.

754
755 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
756 as well.

757
758 **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 |

759

760

Chapter 11: My PowerPoint Presentation



761

762 About

763 A PowerPoint presentation of your Public Policy Project is one media to communicate your
764 work.

765

766 Estimated Time

767 An estimated 120 minutes is needed to complete this activity.

768

769 Instructions

770 A [Google Slides Presentation template](#) is available to assist you in preparing your presentation, ,
771 and hopefully you viewed, copied, and have been updating the template as you've progressed.

772

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

- 775 1. Title Slide
- 776 2. Public Problem
- 777 3. Causes of Problem
- 778 4. Effects of Problem
- 779 5. Data Analyst Highlight
- 780 6. GIS Analyst Highlight
- 781 7. Policy Analyst Highlight
- 782 8. Communications Analyst Highlight
- 783 9. Solutions to Problem
- 784 10. Three-Bullet Point Reflection
- 785 11. Works Cited

786

787 Support

788 Do I have to create a PowerPoint?

789 No. In the past, students have use [Prezi](#), and put together [videos](#) and [Twitter feeds](#) to
790 communicate their Public Policy Project as well.

791

792 Rubric

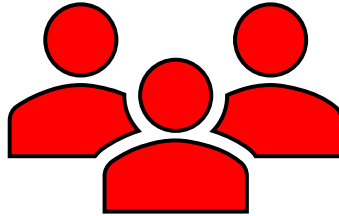
| Criteria | Ratings | Points |
|-----------------------------------|----------------------|--------|
| Title Slide | Included | 1 |
| | Not Included | 0 |
| Public Problem | What AND Why | 4 |
| | What OR Why | 2 |
| | Slide missing | 0 |
| Causes of Problem | 3 causes | 6 |
| | 2 causes | 4 |
| | 1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

793

794
795

Chapter 12: Pair-Share-Think



796

797 About

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

802

803 While you worked individually (unless you collaborated with your peers, which was entirely
804 permissible and encouraged), it’s time to Pair-Share-Think.

805

806 Estimated Time

807 An estimated 120 minutes is needed to complete this activity.

808

809 Instructions

810 Post

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

817

818 Reply to a Peer’s Post

- 819 • Respond to the following questions:
 - 820 1. What did you find most similar about your classmate’s presentation to your own
821 presentation?
 - 822 2. What did you find least similar about your classmate’s presentation to your own
823 presentation?
 - 824 3. What about your classmate’s presentation did you find most interesting?
 - 825 4. Where do you think your classmate’s presentation can improve?

826

827 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 |
| | 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 |

828

829
830

Chapter 13: My Reflection



831

832 About

833 Reflections are an opportunity for you share with me, your professor, your thoughts about the
834 Public Policy Project. No other student will read your reflection.

835

836 Estimated Time

837 An estimated 90 minutes is needed to complete this activity.

838

839 Instructions

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

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

- 842 • What did you find most interesting about the Public Policy Project? Why did you find
843 this the most interesting?
- 844 • What did you find most relevant to your daily life about the Public Policy Project? Why
845 did you find this the most relevant?
- 846 • You are welcome to ask and answer your own question.

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

849

850 Rubric

| Criteria | Ratings | Points |
|---|----------------|--------|
| 1 st Sentence a Question | Yes | 25 |
| | No | 0 |
| Quantity: # Sentences | 5 | 75 |
| | 4 | 60 |
| | 3 | 45 |
| | 2 | 30 |
| | 1 | 15 |
| | 0 | 0 |
| Quality: Subjective evaluation by Professor | 01 – Superb | 0 |
| | 02 – Excellent | 0 |

| | | |
|--|-------------------|---|
| | 03 – Great | 0 |
| | 04 – Good | 0 |
| | 05 – Insufficient | 0 |

851

852

853 **Appendix #1: Recommended Resources for Analysts Roles**

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

856

857 **Data Analyst:**

- 858 • Hamilton, L. C. (2012). Statistics with Stata: version 12. Cengage Learning.
- 859 • [R Studio Books](#)

860 **GIS Analyst:**

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

862 **Policy Analyst:**

- 863 • Kraft, M. E., & Furlong, S. R. (2013). Public policy: politics, analysis, and alternatives (4th
864 ed.). Los Angeles: SAGE Publications.

865 **Communications Analyst:**

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

868 **Appendix #2: California Community Colleges Region 10 Strong**
 869 **Workforce Program's 21st Century Skills & Core Competencies**
 870

871 “In the fall of 2018, the [California Community College Region 10 Strong Workforce Program](#)
 872 sent a “21st Century Skills & Core Competencies” survey to all community college faculty who
 873 teach at the 10 institutions in the region.”
 874

875 The matrix below shows how the Public Policy Project Analyst Workflows map to the skills listed
 876 in the survey.
 877

| 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 |

878