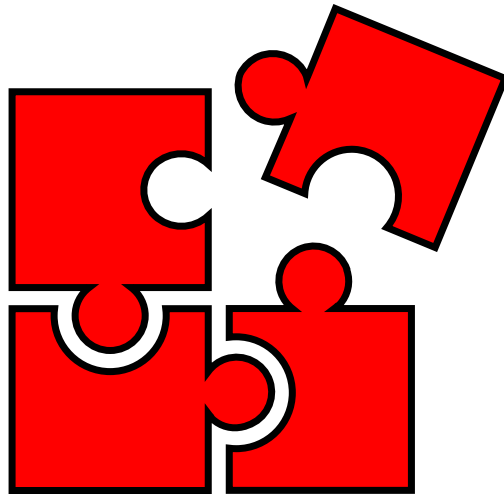


Public Policy Project Workbook



Spring 2020 Edition

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Cuyamaca College

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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.

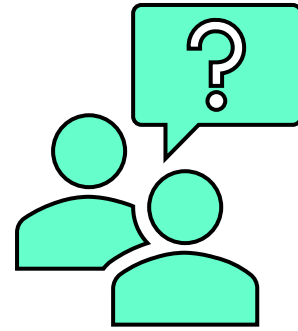
After I graduated from UC Merced, I entered the [UC Center Sacramento program](#) in June 2007. I had already secured an internship in the Office of the Lieutenant Governor John Garamendi Sr. thanks to John Garamendi Jr. who, after a 40-minute conversation in April 2007, said “Call this phone number;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

Chapter 1: Introduction

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's begin our journey together in the Public Policy Project.

Learning Objectives for the Public Policy Project

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

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

1. Remember what a public problem and public policy is
2. Understand the causes, effects, and solutions to your chosen public problem
3. Apply a workflow procedure to a set of tasks
4. Analyze a public problem from a Data, Geographic Information Systems, Policy, and Communications analyst perspective
5. Evaluate the simplicity and complexity of public problems, causes, effects, and solutions

44 6. Create a presentation of your public policy project

45

46 Revised Bloom's Taxonomy

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

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

57

58 Google Drive

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

61

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

65

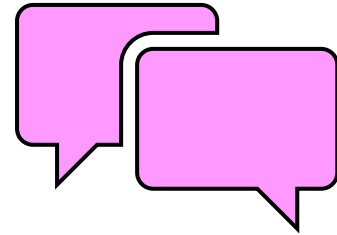
66 Additional Readings

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

71

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: Classroom Discussion of Public Problems, Causes, and Effects



About

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

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

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

Estimated Time

An estimated 90 minutes is needed to complete this activity.

Assignment: Classroom Discussion

“I got 99 public problems...”, but in reality, there are a multitude of “public problems” in our neighborhood, community, city, county, region, state, nation, hemisphere, and mother Earth. The goal of this discussion is for you to post a Public Problem and reply to two peer's posts.

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

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

113 Rubric

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

114

Chapter 3: My Public Problem

115

About

116

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

120

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

125

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

129

Estimated Time

130

131 An estimated 60 minutes is needed to complete this activity.

132

Assignment: Post Your Public Problem

133

134 After discussing public problems, causes, and effects with your peers, it's time to share your
135 public problem, causes and effects directly with the Professor.

136

Rubric

137

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

138



Chapter 4: What is an Analyst Workflow?

About

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

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

Project Management

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

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

Required Tasks

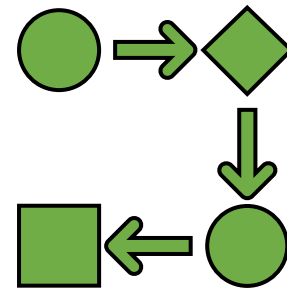
Tasks are specific actions that the Analyst must take. Some Tasks are formative, such as watching videos to orientate yourself with software, or reading book chapters, or reviewing tables and figures. Other Tasks are summative, such as running commands in software, interpreting the results, and saving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

Optional Technical Tasks

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

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 5: What is a Roundtable?

180

About

181

182 Before I became a professor, I worked in the State Capitol and
183 US Congress for 5 years. I had many projects over the years.

184 Some of my projects included:

- 185 • forming a coalition of the statewide student associations of
186 the University of California, California State University, and
187 California Community College systems
- 188 • drafting legislation to protect the west coast of the United
189 States from oil pollution spills
- 190 • building a policy network to support the United States' domestic manufacturing sector for
191 transportation systems (think buses, trains, boats, and airplanes)

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

195

Assignment: Write a Roundtable "Checking In" Post

196

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

199

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

202

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

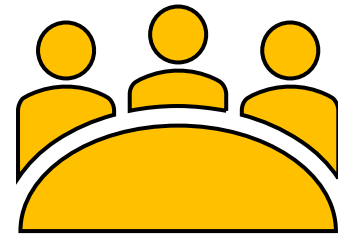
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Rubric for Analyst Roundtable Check-Ins

206

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

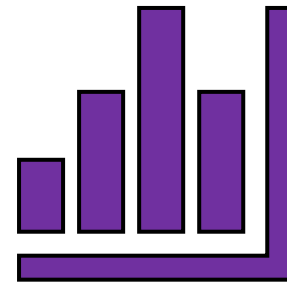
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Chapter 6: Data Analyst Workflow and Roundtable

About

Data Analysis “is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.”² 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 180 minutes 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

Assignment: Data Analyst Workflow

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

Overview of data analysis software

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

Explore Causal Models

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

Create three Causal Models related to your Public Problem

1. Causes can also be known as “independent variables” or “treatments”

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

- 246 2. Effects can also be known as “dependent variables” or “outcomes”
- 247 3. Units of observation are the objects that are affected by the public problem, which can
- 248 be people, school districts, cities, counties, states, or countries
- 249 4. Draw three causal models related to your Public Problem

250 Create your “Data Analyst’s Highlight” Presentation Slide for your Presentation

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

254

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

256 As you progress through your Public Policy Project and the Analyst Workflows, please check in

257 with me and your peers at our virtual roundtable.

258

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

260 your classmates.

261

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

263 as well.

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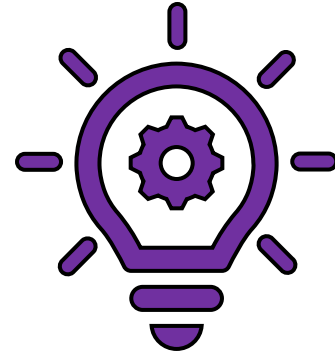
265 **Rubric for Analyst Roundtable Check-Ins**

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

266

267 **Optional Assignment: Technical Tasks for Data** 268 **Analyst**

269 The purpose of the following technical tasks is to: create a
270 spreadsheet; populate it with data you have found; import the
271 spreadsheet into a data analysis software; and analyze the data
272 in the software.
273



274 **Create an Excel Spreadsheet**

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

276 **Collect Data related to your Public Problem**

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

279 **Select a Data Analysis Software**

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

287 **Import Excel Data to Stata or RStudio**

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

291 **Obtain Summary/Descriptive Statistics**

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

294 **Obtain Cross-Tabulations**

- 295 • R Studio: Read [Frequencies and Crosstabs in RStudio](#)
 - 296 ○ Tabulate the Dependent Variable with each Independent Variable
- 297 • STATA: Run "tab" command in STATA
 - 298 ○ Tab the Dependent Variable with each Independent Variable

299 **Obtain Scatterplot**

- 300 • R Studio: Read [Scatterplots in RStudio](#)
 - 301 ○ Graph the Dependent Variable with each Independent Variable
- 302 • STATA: Run "graph" command in STATA
 - 303 ○ Graph the Dependent Variable with each Independent Variable

304 **Obtain Correlation**

- 305 • R Studio: Read [Correlations in RStudio](#)

- 306 ○ Correlate the Dependent Variable with each Independent Variable
- 307 ● STATA: Run "correlate" command in STATA
- 308 ○ Correlate the Dependent Variable with each Independent Variable
- 309 ○ Watch [How to Correlate in STATA](#)

310 **Obtain Regression**

- 311 ● R Studio: Read [Regression in RStudio](#)
 - 312 ○ Regress the Dependent Variable with all three Independent Variables
- 313 ● STATA: Run "regress" command in STATA
 - 314 ○ Regress the Dependent Variable with all three Independent Variables

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

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

320
 321 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
 322 your classmates.

323
 324 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
 325 as well.

327 **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

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Chapter 7: Geographic Information Systems

Analyst Workflow and Roundtable



About

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.”³ GIS analysts work with spreadsheets and GIS software.

Estimated Time

An estimated 180 minutes 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

Assignment: GIS Analyst Workflow

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

1. Watch [“What is GIS”](#)
2. Watch [“ArcGIS Overview”](#)
3. Watch [“ArcGIS Online Overview”](#)
4. Read [Chapter 1 “Introducing GIS”](#) in Law, Michael, and Amy Collins. 2016. Getting to Know ArcGIS Pro. Redlands, California: Esri Press.
5. Find at least 3 Maps online related to your Public Problem
 - a. Map 1 image and source/citation
 - b. Map 2 image and source/citation
 - c. Map 3 image and source/citation

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

- 368 6. Create your “GIS Analyst’s Highlight” Presentation Slide for your Presentation
 369 a. A [Google Slides Presentation template](#) is available to assist you in preparing this
 370 slide and your presentation.
 371
-

372
 373 **Assignment: Write a Roundtable "Checking In" Post**

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

376
 377 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
 378 your classmates.

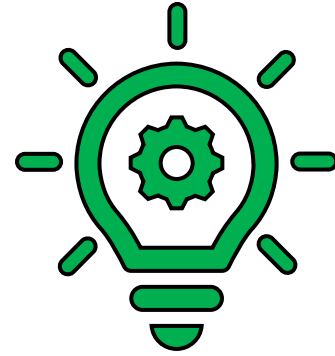
379
 380 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
 381 as well.
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383 **Rubric for Analyst Roundtable Check-Ins**

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

384

385 **Optional Assignment: Technical Tasks for GIS**
 386 **Analyst**



387 The purpose of the following technical tasks is to: complete a
 388 tutorial using ArcGIS Online; and create three maps related to
 389 your public problem in ArcGIS Online
 390

391 Complete [“Getting Started with ArcGIS Online”](#)

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

395 **Generate at least 3 maps that help explain the public problem’s causes, effects, and/or**
 396 **solutions**

397
 398
 399

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

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

403
 404 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
 405 your classmates.

406
 407 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
 408 as well.

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 410

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

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Chapter 8: Policy Analyst Workflow and Roundtable



About

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.”⁴ 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 180 minutes 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

Assignment: Policy Analyst Workflow

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

1. Read the Centers for Disease Control and Prevention’s POLARIS Policy Process
 - a. [Overview](#)
 - b. [Problem Identification](#)
 - c. [Policy Analysis](#)
 - d. [Strategy and Policy Development](#)
 - e. [Policy Enactment](#)
 - f. [Policy Implementation](#)
2. Identify a specific Federal Law or Regulation or Judicial Ruling that needs to be amended or overruled to help solve the public problem
 - a. Search [Federal laws database](#)
 - b. Search [Federal regulations database](#)

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

- 452 c. Search [Federal judicial rulings database](#)
- 453 3. Identify a specific State Law or Regulation or Judicial Ruling that needs to be amended
- 454 or overruled to help solve the public problem
- 455 a. Search [State laws database](#)
- 456 b. Search [State regulations database](#)
- 457 c. Search [State judicial rulings database](#)
- 458 4. Identify a specific Local Law or Regulation that needs to be amended to help solve the
- 459 public problem. Below are examples of three localities, you only need 1 and you can find
- 460 another one that is more relevant (for example you may want to look at the City of
- 461 Lemon Grove, because that is your hometown)
- 462 a. [City of El Cajon laws](#)
- 463 b. [City of San Diego laws](#)
- 464 c. [Grossmont-Cuyamaca Community College District policies](#)
- 465 5. Create your “Policy Analyst’s Highlight” Presentation Slide for your Presentation
- 466 a. A [Google Slides Presentation template](#) is available to assist you in preparing this
- 467 slide and your presentation.
- 468
- 469
-

470

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

472 As you progress through your Public Policy Project and the Analyst Workflows, please check in

473 with me and your peers at our virtual roundtable.

474

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

476 your classmates.

477

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

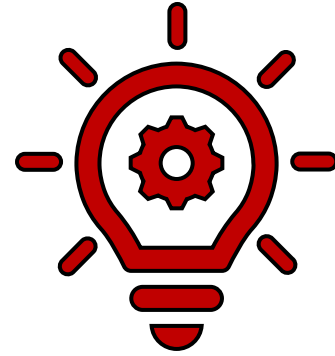
479 as well.

480

481 **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

483 **Optional Assignment: Technical Tasks for**
484 **Policy Analyst**



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

489

490 **Outline either a Lawmaking Strategy or Rulemaking**
491 **Strategy**

492 **Develop a Strategy for Local, State, and Federal Lawmaking**

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

498 **Develop a Strategy for Local, State, and Federal Rulemaking**

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

504 **Write a 1-page memo addressed to an Elected Official. The memo, written as a bullet**
505 **point narrative, should include the following:**

506 **Issue**

- 507 • Statement of public problem
- 508 • Causes of problem
 - 509 ○ Cause 1
 - 510 ○ Cause 2
- 511 • Effects of problem
 - 512 ○ Effect 1
 - 513 ○ Effect 2

514 **Rule**

- 515 • Lawmaking strategy or Rulemaking Strategy

516 **Analysis**

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

518 **Conclusion**

- 519 • Proposed Solutions to the Problem
 - 520 ○ Solution 1
 - 521 ○ Solution 2

522

523

524

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

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

528

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

531

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

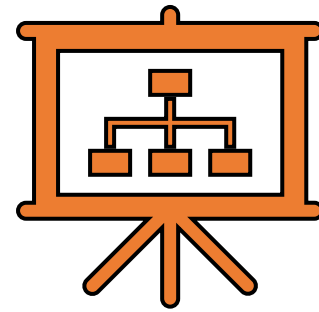
534

535 **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

536

537 **Chapter 9: Communications Analyst Workflow**
538 **and Roundtable**



539 **About**

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

546 **Estimated Time**

547 An estimated 180 minutes is needed to complete this activity.

549 **Learning Objectives**

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

- 551 • Remember what communication analysis is
- 552 • Understand the utility of infographic design
- 553 • Apply infographic design to your public problem
- 554 • Analyze data, GIS, and policy analysis of public problem’s causes or effects
- 555 • Evaluate the utility of communication analysis in explaining a public problem
- 556 • Create a “Communications Analyst Highlight” slide

558 **Assignment: Communications Analyst Workflow**

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

- 561
- 562 1. Watch [“How to Create an Infographic with Venngage”](#)
- 563 2. Watch ["Piktochart Tutorial: A Simple Guide to Piktochart for Beginners"](#)
- 564 3. Sketch ideas for three infographics
 - 565 a. Infographic 1
 - 566 b. Infographic 2
 - 567 c. Infographic 3
- 568 4. Create your “Communications Analyst’s Highlight” Presentation Slide for your
569 Presentation
 - 570 a. A [Google Slides Presentation template](#) is available to assist you in preparing this
571 slide and your presentation.
- 572
- 573

574

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

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

578

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

581

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

584

585 **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

586

587 **Optional Assignment: Technical Tasks for**
 588 **Communications Analyst**

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



591
 592 **Create at least 1 infographic using software**

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

597
 598
 599
 600 **Assignment: Write a Roundtable "Checking In" Post**

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

603
 604 Post any questions, comments, concerns, or suggestions that you'd like to share with me and
 605 your classmates.

606
 607 If you don't have any questions, comments, concerns or suggestions, then feel free to post that
 608 as well.

609
 610 **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

611

612 **Chapter 10: My PowerPoint Presentation**

613 **About**

614 A PowerPoint presentation of your Public Policy Project is one
615 media to communicate your work.

616
617 **Estimated Time**

618 An estimated 120 minutes is needed to complete this activity.
619

620 **Instructions**

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

623
624 The PowerPoint Presentation gives you an opportunity to communicate your findings. Your
625 PowerPoint Presentation should consist of the following slides:

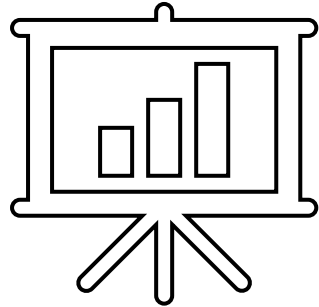
- 626 1. Title Slide
- 627 2. Public Problem
- 628 3. Causes of Problem
- 629 4. Effects of Problem
- 630 5. Data Analyst Highlight
- 631 6. GIS Analyst Highlight
- 632 7. Policy Analyst Highlight
- 633 8. Communications Analyst Highlight
- 634 9. Solutions to Problem
- 635 10. Three-Bullet Point Reflection
- 636 11. Works Cited

637
638 **Support**

639 **Do I have to create a PowerPoint?**
640 No. In the past, students have use [Prezi](#), and put together [videos](#) and [Twitter feeds](#) to
641 communicate their Public Policy Project as well.

642
643 **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	2 effects 1 effect Missing	6 3 0
Data Analyst Slide	Like or dislike included; 1 causal model included; table/chart/graph included 1 or more item is missing	15 0
GIS Analyst Slide	Like or dislike included; 1 map included 1 item is missing	10 0
Policy Analyst Slide	Like or dislike included; local included; state included; and federal included 1 or more item is missing	20 0
Communications Analyst Slide	Like or dislike included; infographic included 1 item is missing	10 0
Solutions to Problem	3 solutions provided 2 solutions provided 1 solution provided Missing	6 4 2 0
Reflection	3 bullet points 2 bullet points 1 bullet point Missing	3 2 1 0
Works Cited	Included Not Included	5 0

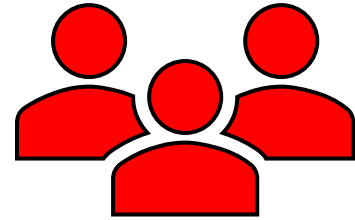
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Chapter 11: Pair-Share-Think

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About

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



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

Estimated Time

An estimated 120 minutes is needed to complete this activity.

Online Only Course

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

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

Face-to-Face Courses

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

Once paired, you will share your PowerPoint Presentation with your peer in class.

After each group member shares their presentation, you should think about each other’s Presentations and then post your thoughts below.

Instructions

Post

- Upload your Presentation
- Write a 5-sentence summary of your presentation
- Canvas Help: [How do I attach a file to a discussion reply as a student?](#)

Reply to a Peer’s Post

- Respond to the following questions:
 - What did you find most similar about your group member’s presentation to your own presentation?

- 686 ○ What did you find least similar about your group member's presentation to your
- 687 own presentation?
- 688 ○ What about your group member's presentation did you find most interesting?
- 689 ○ Where do you think your group member's presentation can improve?
- 690
- 691

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

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Chapter 12: My Reflection



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About

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

Estimated Time

An estimated 60 minutes is needed to complete this activity.

702

Instructions

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

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

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

710

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

712

713

Rubric

714

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

715

716

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

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

720

721 **Data Analyst:**

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

724 **GIS Analyst:**

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

726 **Policy Analyst:**

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

729 **Communications Analyst:**

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

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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

742