I might do a pre-test which would be something less formal than this exercise - it would be something like - Use any available data to consider the best governmental response to teen pregnancy rates - The idea being that I would see what data they went to (and then teach them throughoug the course about appropriate data) and see how they used it given no guidance at all and then I could use those results to compare to this assessment at the end of class, after they have completed the formal Policy Design Competition.

Assessment:

Go to the CDC website on smoking statistics (<http://www.cdc.gov/tobacco/data_statistics/fact_sheets/adult_data/cig_smoking/index.htm>).

1. How big is the difference in terms of percentage points of smoking rates between men and women? What does this difference mean in terms of the total number of smokers in America who are male vs. female? Is this a big difference?

2.  Using all of the available demographic data (.g., gender, age, race/ethnicity, education, and poverty status) think about who you would focus on if you were charged with creating an anti-smoking campaign.  What kinds of populations would you target your campaign towards?  Do you notice any kind of unifying theme in terms of many of the characteristics of those most likely to smoke?

3. Is this data useful for thinking about policy solutions to smoking? Why or why not?

Rubric:

1.

1 point for saying the difference is 5%

2 points for looking up population sizes and calculating what that difference means

3 points for using that calculation to claim that it is a big difference

(6 points possible)

2.

1 point for saying men

1 point each for saying American Indians, Blacks or Whites

1 point for saying adults with a GED

4 points for discussing how each of these intersect with the statistics on poverty

(8 points possible)

3.

1 point for saying yes

2 points for explaining why

(3 points possible)