“If you don’t measure results, you can’t tell success from failure.”

~ David Osborne & Ted Gaebler
Agenda

• Announcements
• Dale Carnegie
• Overview of Benchmarking
PAF VOLUNTEER TAX PROGRAM

- Get **PAF110** credit Spring 2018 AND **PAF270** credit for Spring 2018 (2 Credits!)
- Complete 25 hours of tax volunteering Spring 2018 and 15 hours of training November 2017
- Learn a skill, build your resume, get a job!
- Training Sessions are **November 4** and **November 11**, 10 AM – 2 PM in Whitman

Contact: Jack Schlosser / jeschlos@syr.edu | E-mail ASAP to join

IRS | Maxwell School of Citizenship and Public Affairs SYRACUSE UNIVERSITY
Carve out a
new tradition.

Give Blood!

American Red Cross

Blood Drive

SU Schine Student Center
Room 304 ABC

Thursday, October 26, 2017
11:30 AM to 5:30 PM

SPONSORED BY LAMBDA THETA ALPHA LATIN SORORITY

Please call 1-800-RED CROSS or visit redcrossblood.org or use app to make an
appointment. sponsor code: giveblood@SU
(appointments encouraged. walkins-welcome)

Streamline your donation experience and save up to
15 minutes by visiting RedCrossBlood.org/RapidPass
to complete your pre-donation reading and health
history questions on the day of your appointment.

1-800-RED CROSS | 1-800-733-2767 | redcrossblood.org | Download the Blood Donor App
• Elizabeth
Dale Carnegie Principles

• Don't criticize, condemn or complain.
• Give honest and sincere appreciation.
• Arouse in the other person an eager want.
• Become genuinely interested in other people.
• Remember that a man's name is to him the sweetest and most important sound in any language.
• Be a good listener. Encourage others to talk about themselves.
• Talk in the terms of the other man's interest.
• Make the other person feel important and do it sincerely.
• Avoid arguments.
• Never tell someone they are wrong.
• If you're wrong, admit it quickly and emphatically.
• Begin in a friendly way.
• Start with questions the other person will answer yes to. Let the other person do the talking.
• Let the other person feel the idea is his/ hers.
• Try honestly to see things from the other person's point of view.
• Sympathize with the other person.
• Appeal to noble motives.
• Dramatize your ideas.
• Throw down a challenge.
• Begin with praise and honest appreciation.
• Call attention to other people's mistakes indirectly.
• Talk about your own mistakes first.
• Ask questions instead of giving direct orders.
• Let the other person save face.
• Praise every improvement.
• Give them a fine reputation to live up to.
• Encourage them by making their faults seem easy to correct.
• Make the other person happy about doing what you suggest.
# Competition Points

## Winners

<table>
<thead>
<tr>
<th>Group #</th>
<th>Points</th>
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<tbody>
<tr>
<td>5</td>
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<td>8</td>
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<td>19</td>
<td>14</td>
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<td>4</td>
<td>13</td>
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</table>

## Losers

As of 10/25/2017
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25</td>
<td>WED</td>
<td>BENCHMARKING</td>
</tr>
<tr>
<td>10/27</td>
<td>FRI</td>
<td>STEPHANIE PASQUALE- Evictions</td>
</tr>
<tr>
<td>10/30</td>
<td>MON</td>
<td>RENEE CAPTOR</td>
</tr>
<tr>
<td>11/1</td>
<td>WED</td>
<td>BRING EX. 8.2A ON A CLASS TOPIC; COMPETITION WORKSHOP</td>
</tr>
<tr>
<td>11/3</td>
<td>FRI</td>
<td>COMPETITION DEBRIEFING</td>
</tr>
<tr>
<td>11/6</td>
<td>MON</td>
<td>COMPETITION DEBRIEFING</td>
</tr>
<tr>
<td>11/8</td>
<td>WED</td>
<td>MODULE #4 DUE; INTRODUCTION TO MODULE 5-PRINCE CHARTS</td>
</tr>
</tbody>
</table>
Questions About Courses and Advising

• Check out handouts in the office
• Use me as an informal advisor even if you are not planning to be a major

• https://www.maxwell.syr.edu/Major_Requirements/
For Policy Studies Wannabes

• Get a B in PAF 101.

• Take MAX 201 ASAP. MAX 201 will do a lot for your pocketbook because employers like interns who can do a little bit of Excel number-crunching.

• Take PAF 110 and do 35 hours of community service.

• ECN 203 and MAX 123 are core requirements so take them soon.

• For information on the major and minor as well as a list of other courses for the topical specialization, see www.maxwell.syr.edu/paf/. Before you become a major, see Coach Coplin to advise you and authorize you to register.
PAF 110: Public Service Practicum (1 credit) T 5:00-6:20
- Meets five times and requires 35 hours community service. Taught by Michelle Walker, this course provides students the opportunity to develop problem-solving and human relations skills while serving the Syracuse community.
- Special EITC section in PAF 110 may be available
PAF Courses for Spring 2018

• PAF 451 Environmental Policy  T 9:30-12:15 Mazur
• PAF 351 Global Social Problems  T/TH 2- 3:20
• PAF 431 Criminal Justice  Mon 6:45-9:25 Captor
CREDIT FOR YOUR JOBS/ACTIVITIES

• PAF 270: Experience Credit
  • 3 credits for experience and skills
    • Jobs, internships, volunteer work

• [http://skillswin.syr.edu/courses/step-courses/](http://skillswin.syr.edu/courses/step-courses/)
Overview of Benchmarking

- 8.1-Provide Historical Data on Societal Problem
- 8.2-Calculate Percent Change Using Excel
- 8.3-Decide on Years to Use in Your Benchmarks
- 8.4-Make a Baseline Forecast
- 8.5-Setting Your Benchmark
- 8.6-Use Benchmarks to Support Policy Proposal
What is a benchmark?

• A measurable goal of your societal problem that you hope your policy will achieve
Benchmarking Example

Great Bathroom Debate

• 72% Over the top of the roll
• 25% Under the roll
• 3% Not discernible

What’s the benchmark?
What to Benchmark

• The policy you indicated in Exercise 7.1

• A measurable goal for the societal problem you policy seeks to improve.
Ex. 8.1: Historical Data

• One piece of real data at a minimum
• Provide source for real data and rationale for estimates
• Print out data source and circle the number
• Refer to Figure 8.1 on pg. 94 in the *Policy in Action* book
• 4 Years ending in most recent calendar year

Where Have You Already Done This?
Academic Years Example

- Enough of this academic year has passed to estimate for the rest of it.
- The last piece of historical data should be 2016-2017e

<table>
<thead>
<tr>
<th>School Year</th>
<th>First Year Drop Out Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>7.6%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>8.3%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>9.9%</td>
</tr>
<tr>
<td>2015-2016e</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research & Assessment
### Figure 8.1: Data on the Number of Larcenies in Residence Halls at Citrus University, per 1,000 students, 2012-2016e.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Number of Larcenies</th>
<th>Source or Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016e</td>
<td>126</td>
<td>Between July and December 2015, 63 larcenies were reported. The estimate was made for all of 2015-2016 by doubling that number because about the same number of larcenies occur each sixth month period.</td>
</tr>
</tbody>
</table>
8.2 Do Percent Change for the following Years:

1. Between the 1st and 2nd year
2. Between the 2nd and 3rd year
3. Between the 3rd and 4th year
4. Between the 1st and 4th year
Ex. 8.2A: How to Calculate Percent Change

Percent Change equals 

\[
\frac{(\text{new figure} - \text{old figure})}{\text{old figure}} \times 100
\]

Ex: \[(123-136)/136]*100 = -9.6%\]

Figure 8.1: Data on the Number of Larcenies in Residence Halls at Citrus University, per 1,000 students, 2012-2015.

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• Percent Change equals 

\[(\text{new figure} - \text{old figure}) \div \text{old figure}] \times 100\]

Ex: \[(123-136)/136]*100 = -9.6\%\]
Ex. 8.2B Chart Example

- Without Excel between years 1 and 2 (8.2A)
- With Excel for the chart (8.2B)

Here is what the print out will look like if you do it correctly:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Number of Larcenies Per 1000 Students</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>123</td>
<td>-9.6%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>142</td>
<td>15.4%</td>
</tr>
<tr>
<td>2015-2016e</td>
<td>126</td>
<td>-11.3%</td>
</tr>
<tr>
<td><strong>Compare 2012-2013 to 2015-2016e</strong></td>
<td></td>
<td>-7.4%</td>
</tr>
</tbody>
</table>
Ex. 8.3: Deciding on the Years to Use Benchmarks

• How many years will it take for the policy to have the intended impact?
• Choose 3 years
• Can be consecutive or not
• Benchmark can be the same or not

Example: If your policy goes into effect in 2016, start with 2017.
Exercise 8.4: Baseline Forecast

- Forecast if policy does not go into effect
- Assume what has happened in past will continue (see exceptions on next slide)
- If pattern has been consistent: use percent change or average percent change to make forecast
- If historical data has inconsistent pattern: Follow ups and downs, keeping overall percentage change the same
Exercise 8.4: Baseline Forecast Cont’d

- Consider conditions that will change the trend
  - Major outside event (ex: economic growth)
  - Trend approaching outer limit
  - Demographic factors
  - Cyclical pattern
Figure 8.3- Historical and Forecast Graph for Number of Larcenies per 1,000 Students at Citrus University
Exercise 8.5: Choosing Benchmarks

- Pay close attention to baseline forecast
- Decide how powerful factors contributing to problem are
- Estimate strength of government resources in implementing policy
- Compare to similar areas with similar policies
- Use authoritative sources
Exercise 8.5: Choosing Benchmarks

Cont’d

Historical, Baseline forecast, and Benchmark Graph for Number of Larcenies at Citrus University per 1,000 students. Policy is training sessions for resident students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Benchmark</th>
<th>Justification</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
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</table>


Exercise 8.6

• Using your Benchmark to support your policy
• Presentations to players should be short and to the point
• Create a graph showing trend line, baseline and policy forecast
Module 4 Graphs

• Follow *How to Get an A on the Graphs***!!

• Found under Module 4 tab of the PAF 101 website

• Read directions carefully + pay attention to detail

  = NO POINTS LOST 😊
Historical, Baseline, and Benchmark Graph for Number of Larcenies at Citrus University per 1,000 Students

# of Dormitory Larcenies

- Historical
- Baseline
- Benchmark
Exercise 8.6c

• Compare baseline forecast to policy forecast in specific detail

Example: If the policy works, the improvement over the baseline will be x%

• BE REALISTIC
Stephanie Pasquale

- Deputy Commissioner of Syracuse City Division of Neighborhood Development
- Syracuse University Maxwell MPA alumna
- Former Deputy Executive Director of Home HeadQuarters Inc.
- Former Loan Fund Director at Worcester Community Housing Resources
For Next Class

• Complete all exercises in Ch. 7 NOW because 8 is a bear

• Speaker next class!

• Module 4 Graph HW Due Monday 10/30 – bring it to class TYPED and PRINTED or **LOSE 5 POINTS**

• UNDER THE MODULE 4 TAB ON THE WEBSITE

• Module 4 due 11/8