SF State Public Administration
Programmatic Changes Made 2010-2013 as Result of Assessment

- Through the Exit Survey, we learned that students were not satisfied with career services. Therefore, we developed career development workshops. We now host three - four per semester—1 on some skill (interviewing, resumes), 1 with a panel of alumni talking about their particular career path, and the other mixed (an alumnus talking about how to get a job with the City / County of San Francisco, for instance).

- Through the Exit Survey, we also learned that students did not believe that their computer skills were enhanced as a result of the Program's curriculum. While we partly believed this was due to the fact that students today come in with much more highly developed computer skills, we continued to discuss this issue and tried to find a solution. We finally found it as part of our new curriculum, in the guise of a series of 1 unit courses to be mainly taught during the summer and winter sessions. These are much more specific and topical than the regular courses; they are very flexible and can be changed easily. Of the 9 approved so far, 3 of them incorporate new computer skills of some sort (*PA 707: Qualitative Data Analysis, PA 709: Logistic Regression* and *PA 756: Big Data, Data Mining &Visualization).*

- Another important change has been in our pedagogy; through the assessment of our Strategic Assessment Memorandum, we realized we needed to enhance the development of critical thinking skills among our students. Therefore, we have incorporated the use of case study analysis not just in our Capstone course but also into our other courses. It is now very rare to see a course that does not have some kind of applied case study analysis and review built into the syllabus.

- In examining our elective emphases and feedback from students, we realized that more course offerings were needed specific to that area. Therefore, in the new curriculum, we incorporated courses from our new colleagues in the School of Public Affairs and Civic Engagement into the elective emphasis.

- In assessing our Urban Administration elective emphasis and developing our new curriculum, we realized the need to incorporate courses from our new colleagues in the School of Public Affairs and Civic Engagement (PACE) and have done so.

- We will be incorporating more formal training in presentations and team work into our courses as a result of comments in the Exit Survey.

- We work continuously with our Advisory Board and seek their opinion on a wide range of issues. The importance of their expert opinion on our curriculum and its appropriateness for the future public service cannot be overstated. This use of external experts provides another important source of assessment data for us. Based upon their input, our knowledge of the field, and our individual areas of expertise, we completely re-engineered our curriculum, adding new areas of knowledge and skills, and providing additional flexibility to students.