SJSU Annual Program Assessment Form  
Academic Year 2015-2016

Instructions
1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before June 1, 2016.

2. Please copy your college’s Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

Please note that this form has been updated since last year. We have made several minor changes that we believe will streamline the reporting process and increase focus on the implementation of changes based on assessment results (“Closing the Loop”). The program data elements (graduation rates, headcounts, SFR, etc.) have been dropped from this annual assessment report. This data is still available through the Institutional Effectiveness and Analytics (IEA) website and we encourage programs to examine this data on a regular basis. However, this information will only be required to be reported as part of the Program Planning process. This report is organized into three sections designed to organize your annual assessment efforts and to inform your department’s Program Planning. Here is the rationale behind each section.

Part A – The Big Picture
- This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.
- This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).
- Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year
- This section details your assessment efforts over the last year (AY 2015-16).
- Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., “close the loop”)?

Part C – Keeping Track of the Changes (“Closing the loop”)
- This section is meant to keep a running record of your efforts to improve your students’ outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.
- Create a new row in the table each time you propose a change as a result of your assessment efforts. Then be sure to keep track of your change efforts in subsequent years.
**Department:** School of Information

**Program:** Masters in Archives and Records Administration (MARA). The MARA is a graduate only program with 100% of its students in special session. It is delivered 100% online.

**College:** CASA

**Program Website:** [http://ischool.sjsu.edu](http://ischool.sjsu.edu). **Please note:** All assessment information is on our program performance page. [http://ischool.sjsu.edu/about/mara-program-performance](http://ischool.sjsu.edu/about/mara-program-performance)

**Link to Program Learning Outcomes (PLOs) on program website:** [http://ischool.sjsu.edu/programs/mara/mara-core-competencies](http://ischool.sjsu.edu/programs/mara/mara-core-competencies)

**Program Accreditation** (if any): None

**Contact Person and Email:** Dr. Sandy Hirsh ([Sandy.Hirsh@sjsu.edu](mailto:Sandy.Hirsh@sjsu.edu)); Dr. Patricia C. Franks ([Patricia.Franks@sjsu.edu](mailto:Patricia.Franks@sjsu.edu))

**Date of Report:** May 2016

**Part A**

1. **List of Program Learning Outcomes (PLOs)**
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

   Please see: [http://ischool.sjsu.edu/programs/mara/mara-core-competencies](http://ischool.sjsu.edu/programs/mara/mara-core-competencies)

2. **Map of PLOs to University Learning Goals (ULGs)**
   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples here). Use the link above for a full description of each ULG.)


3. **Alignment – Matrix of PLOs to Courses**
   (Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples here)

   This table reflects each of the 11 required MARA courses and the competencies they were designed to support. Each course also has specific Course Learning Outcomes (CLOs) identified in the syllabi for the course.
Course descriptions can be found at [http://ischool.sjsu.edu/programs/mara/mara-curriculum/course-descriptions](http://ischool.sjsu.edu/programs/mara/mara-curriculum/course-descriptions)

The ten MARA core competencies are posted to [http://ischool.sjsu.edu/programs/mara/mara-core-competencies](http://ischool.sjsu.edu/programs/mara/mara-core-competencies)

<table>
<thead>
<tr>
<th>MARA Course</th>
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<th>D</th>
<th>E</th>
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<td>x</td>
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<td>x</td>
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</tbody>
</table>

MARA 289, e-Portfolio, is the culminating course during which students provide evidence of mastery of all program learning outcomes.

Please see:
- MARA Core Competencies (program learning outcomes) mapped to classes [http://ischoolapps.sjsu.edu/slo-core/mara-core.php](http://ischoolapps.sjsu.edu/slo-core/mara-core.php)
- MARA Courses linked to core competencies (program learning outcomes) and student learning outcomes (course learning outcomes) [http://ischoolapps.sjsu.edu/slo-core/mara.php](http://ischoolapps.sjsu.edu/slo-core/mara.php)

Three additional courses are MLIS electives selected from a pre-approved list. The core competencies supported differ based on courses selected.

- For alignment of MLIS PLOs to MLIS courses please see: [http://ischoolapps.sjsu.edu/slo-core/core.php](http://ischoolapps.sjsu.edu/slo-core/core.php)
- For alignment of MLIS classes to MLIS CLOs and PLOs (core competencies) please see: [http://ischoolapps.sjsu.edu/slo-core/mlis.php](http://ischoolapps.sjsu.edu/slo-core/mlis.php)

**Planning – Assessment Schedule**

(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All
PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.

The MARA program was launched in fall 2008. The MARA Program Coordinator is responsible for curriculum review with input from MARA faculty and the MARA Program Advisory Committee. The MARA Program has been continually reviewed and changes made.

The table below provides a summary of our 2015-2016 accomplishments and an overview of our future curriculum review plans:

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Received approval for MARA 283, <em>Enterprise Content Management and Digital Preservation</em>, to be taught as a required MARA course beginning in fall 2016. This course supports Comps D, E, and H.</td>
<td>Completed 2015-2016</td>
</tr>
<tr>
<td>• MARA 200, Records and Recordkeeping Professions, has been reviewed. Assignments were added to support the tenth Core Competency, J - Identify ways in which archivists and records managers can contribute to the cultural, economic, educational, and social well being of our global communities. <em>(effective for inclusion in e-Portfolios beginning with Spring 2015 admit.)</em></td>
<td></td>
</tr>
<tr>
<td>• Review four additional core courses (MARA 204, 210, 211, and 285).</td>
<td>2015-2016</td>
</tr>
<tr>
<td>• Review the culminating experiences: MARA 289, 294, and 295.</td>
<td>2016-2017</td>
</tr>
<tr>
<td>• Modify the grid used to map the core competencies for courses for internal evaluation to indicate whether the course fully or partially supports the competency and how.</td>
<td></td>
</tr>
<tr>
<td>• Review MARA 249 and MARA 283.</td>
<td>2017-2018</td>
</tr>
<tr>
<td>• Review all advanced topics taught as MARA 284 (Seminar in Archives and Records Management), including Information Governance and Information Assurance.</td>
<td></td>
</tr>
</tbody>
</table>

The rotation described above will repeat itself beginning with the 2018-2019 academic year.

*Individual Program Learning Outcomes Assessment Planning*

In addition to the assessment of a selection of MARA courses each academic year, we collect data on individual program outcomes, discuss the results, and make changes where needed.

Please see: [Assessment of Individual Program Learning Outcomes Reports MARA](#)

4. **Student Experience**
a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

   The PLOs are on our web site
http://ischool.sjsu.edu/programs/mara/mara-core-competencies

Each syllabus lists course learning outcomes and program learning outcomes (core competences)
http://ischoolapps.sjsu.edu/slo-core/mara.php

All syllabi are listed here:
http://ischool.sjsu.edu/current-students/courses/syllabi

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

- Our MARA Program Advisory Committee, our International Advisory Council and our formal curriculum review process constitute a significant component of the School’s approach to curriculum planning and assessment. However, the School of Information also evaluates the program based on the perspectives of students, faculty, employers, alumni, and other constituents, as well as students’ achievements and subsequent accomplishments. The School uses various tools to assess student satisfaction and learning outcomes. We then use data from these assessment tools to inform our curriculum and program development decisions. These tools include:
  - Student Opinion of Teaching Effectiveness (SOTE) surveys
  - Graduating Students Exit surveys
  - Alumni surveys
  **Note:** All survey data is gathered via Qualtrics

- One student serves as the MARA student assistant each year. That student is responsible for gathering input from external sources to prepare a MARA Jobs Survey each fall term and presenting findings to the MARA Program Advisory Committee. The report and a PPT summary of the report are posted to the MARA Program Performance page.
  - Direct link to the report.
  - Direct link to the PPT summary.

- The student also interacts with others in the MARA Advising site to gather information on topics that may be of interest to them and shares that with the Program Coordinator. Answers to a recent question, for example, on the balance of theory and practical experience revealed that the majority of the students (62.07%) thought equal time should be spent on both; 34.48% wished for more time on practice than theory; and 3.45% wished for more time on theory than practice. This information was used in discussions among faculty about options for balancing theory and practice within each course and across all courses in the program. A follow up question about the specific software they wished to be exposed to, the majority indicated SharePoint, followed by Archivist’s Toolkit and Preservica. Both SharePoint and Preservica will be used in MARA 283 in fall 2016. Discussions regarding the use of Archivist’s Toolkit are ongoing.
Part B

5. **Assessment Data and Results**

(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.)

We created an online handbook for MARA 289, e-Portfolio, the culminating course for students. We updated and posted the rubric used to evaluate the student’s work. For results of this year’s MARA 289 course, see section 6, Analysis.

We gathered data for the assessment of individual PLOs. For results see section 6

We developed a non-credit, optional, self-paced MARA Program Technology preparation course in Canvas and offered it to spring 2016 entering students. For results see section 6

We reviewed and compared the results of the review to previous years for two courses: MARA 210 and MARA 285. For results see section 6

We reviewed three additional courses according to the assessment schedule developed in 2015: MARA 200, 204, and 211. For results see section 6

We reviewed MARA exit data from students graduating –using Qualtrics. For results see section 6

We reviewed alumni survey data –using Qualtrics. For results see section 6

We continued to gather retention data for our three points of retention –after the MARA Program Technology preparation course, the transition between the first completed semester and the second semester, and successfully completing the culminating e-Portfolio. For results see section 6

We reviewed SOTE input from students and made appropriate changes. For results see section 6

6. **Analysis**

(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

A. *Individual Program Learning Outcomes*

Please see:

  [Review and Measurement of Individual Program Learning Outcomes](#); and the accompanying reports: (Assessment of Individual Program Learning Outcomes Reports MARA. The latest is for Spring 2016)

MARA graduates must complete an e-Portfolio interpreting each of the MARA Core Competencies and providing evidence to support their mastery of each. Each of the e-Portfolios includes links to the coursework they feel supports each competency.

- Examples of these MARA e-Portfolios are posted to the MARA Program Performance page at [http://ischool.sjsu.edu/about/mara-program-performance](http://ischool.sjsu.edu/about/mara-program-performance)
• Visit one of the examples by using this direct link: https://haighmaraeportfolio.wordpress.com/
• See Core Competencies at: http://ischool.sjsu.edu/programs/mara/mara-core-competencies
• Visit the online MARA 289 e-Portfolio handbook posted to the Web for fall 2016. See: http://ischool.sjsu.edu/programs/mara/eportfolio-handbook
• Review the MARA 289 e-Portfolio rubric, created to better guide students in their culminating experience, the preparation of the e-Portfolio. See: http://amazon.sjsu.edu/html-pfranks/MARA289/mara_289_rubric_Jan2016.pdf
• See Appendix A for the MARA Core Comp/Assignment Achievement Reporting form for Spring 2016, which indicates next steps based on this analysis.

We reviewed three additional courses according to the assessment schedule developed in 2015: MARA 204, 210, and 211. For results see section 6

B. New non-credit, optional, self-paced MARA Program Technology Preparation course.
Previously MARA students were added to INFO 203 courses where space was available to introduce them to the technology they would use in the program. MARA students did not earn credit for this, did not receive MARA-specific information, and were denied the opportunity to interact with other members of their incoming class. In the fall of 2015, with the aid of the iSchool Student Services Coordinator, the iSchool Student Advisor, and the Director of Online Learning, a self-paced, non-credit, optional Canvas course was created for MARA students, effective spring 2016. The MARA program coordinator was included as instructor to monitor activity and answer questions. Of 29 that started, 23 completed the final optional assignment. The site remains open for the term, and 8 students revisited some modules as late as April. This appears to be working well and will continue for Fall 2016.

C. MARA 210 and MARA 285 – Review and comparison to previous academic years

In 2015-2016, we reviewed both MARA 210 and MARA 285.
Please see Appendix B

D. MARA 200, 204, and 211

In 2015-2016 we reviewed our required introductory class -INFO 203
Please see Appendix C

E. Exit Surveys
A few weeks after each semester ends the School solicits feedback from new graduates through an exit survey. The surveys allow us to assess student satisfaction with the School's curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide us with input regarding student involvement in professional associations and other extracurricular activities, such as the School’s Student Research Journal and the Library 2.0 Worldwide Virtual Conference series. Exit survey results are discussed twice a year at faculty retreats and used to guide program development decisions.
The first MARA graduating class exited the program in May 2011, but no exit survey was conducted. An exit survey has been conducted for each graduating class since 2012. Survey results are not yet available for May 2016 graduates. All survey results are discussed and are used to guide program development decisions. For example, through these surveys, we can monitor trends regarding student interest in completing internships or their satisfaction with e-portfolio advising. We publish a summary of survey results on the MARA Program Performance page: https://ischool.sjsu.edu/about/mara-program-performance.

Of note from the 2015 exit survey, 100% of MARA graduates completed their program in 3 years, 100% were working at the time of completion (however 50% would be seeking new positions), and 100% indicated the faculty was the top program strength.

F. Alumni Surveys
We collect data from alumni through our annual alumni survey – the most recent was sent in June 2015. This online survey gives our alumni the opportunity to reflect on their MARA education after they have been in the field. The most recent input is posted on the MARA Program Performance page.

Direct link: http://ischool.sjsu.edu/about/mara-program-performance - Alumni

G. Retention results
We measure student success every year so we can make changes in the curriculum. We also work closely with the Program Advisory Committees to ensure that the curriculum is relevant and connected to the job market.

We monitor retention at three points: 1) after the MARA Program Technology Preparation course (completion), moving from the first to the second semester in the program (continuation in program), and successfully completing the culminating e-Portfolio. Please see:

https://ischool.sjsu.edu/about/mara-program-performance - retention

The data shows that those who enter in the fall term, have higher retention rates and are more successful their first term than those who enter in the spring term. There was a higher than average loss of students who started in fall 2015 than in previous fall terms. Statistics for spring 2016 admits is not yet available. We compare these statistics with those for the spring 2016 entrants and will implement the retention strategies and early warning system described in Part C, D.

H. SOTE Surveys
Student feedback is an important part of the data we use to improve our program. At the end of each semester, students are invited to complete a Student Opinion of Teaching Effectiveness (SOTE) online survey for each course in which they are enrolled. These surveys focus on pedagogy and the effectiveness of instruction. Results are tabulated and analyzed in order to inform decisions regarding our program.

In addition to providing feedback directly to each instructor, the School’s Director studies SOTE results
each semester as part of her review of faculty performance. She reads student comments carefully and pulls out key themes, which are then brought back to the faculty for discussion during faculty retreats.

Our faculty review the anonymous surveys completed by students in their courses, and in response, they often modify their courses. (these are just a few examples)

- Increased presence in the course through more frequent interactions with students.
- Improved navigation of the course site.
- Modified assignments to include group work, presentations, and/or screencasts and podcasts.
- Inclusion of class activities to provide students with opportunities to network with professionals in their communities.
- Incorporated new technology tools into assignments, so students are introduced to emerging technology.
- Added optional web conferencing drop-in sessions, where faculty and students interact and discuss course activities.
- Offered assignment alternatives to accommodate diverse learning interests.

7. **Proposed changes and goals (if any)**
   (Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)

**Part C**

*For next review cycle:*

A. Assessment of **individual program learning outcomes** per the following table

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B. Overall curriculum review per the curriculum review schedule listed below.

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<tbody>
<tr>
<td>MARA 200 - The Record &amp; the Recordkeeping Professions</td>
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<tr>
<td>MARA 204 - Management of Records &amp; Archival Institutions</td>
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<tr>
<td>MARA 210 - Records Creation, Appraisal &amp; Retention</td>
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<td>x</td>
</tr>
<tr>
<td>MARA 211 - Records Access, Storage &amp; Retrieval</td>
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</tbody>
</table>
C. We are running an employer survey –via Qualtrics –in summer 2016

D. We have taken very seriously the Provost's initiative - *SJSU’s Four Pillars of Student Success* - to increase retention and graduation. [http://www.sjsu.edu/provost/docs/Student_Success_Plan_5-5-16.pdf](http://www.sjsu.edu/provost/docs/Student_Success_Plan_5-5-16.pdf)

Pages 7 and 8 of the report stress the importance of:

- Creating an online smart planner that will allow students to map out a four-year degree plan for incoming first-year students and a two-year degree plan for transfer students. This function will allow students and advisors to have a clear map of what courses are needed to graduate in a timely manner and allow the university to better match course offerings with demand.
- Upgrading and expanding our early alert system, integrated with the learning management system, to identify students at the earliest indication of trouble and provide intrusive advising to those in need.

The University is putting in place many tools to help undergraduates but is offering almost no graduate support. We are a small graduate program housed within a very large School –currently around 1800 graduate students. So we have to engage in self-help as follows:

- We are putting in place a student success planner as part of a new advising toolkit for our online graduate students.
- We have entered into a contract with Copley Retention Services [http://copleysystems.com/](http://copleysystems.com/)

We selected Copley as unlike many other systems they work with both online students and graduate students and can interface with Canvas and Peoplesoft (my.sjsu.edu). The system is being implemented into Canvas (it has been approved by ITS, Purchasing and Jennifer Redd). We are also in the process of trying to get data fed in from my.sjsu.edu.

This graphic summarizes the kinds of things we hope to do with Copley.
- Real-time risk assessment, early identification & alerts
- Centralized notes
- Proactive practices & automated interventions
- Text message delivery of student PULSE questions & self-reporting surveys
- Scheduling & calendar sync
- Faculty referrals & progress reports
- Department dashboard
Appendix A
MARA Core Comp / Assignment Achievement Reporting Form

Faculty: Patricia C. Franks
Course #/Title: MARA 289: e-Portfolio
Number of Students Enrolled Start of Course: 16
Number of Students Still Enrolled: 16
Student Achievement (complete the table below): 15 passed and 1 failed.
Students were allowed to start with any comp and work on them in an order.

<table>
<thead>
<tr>
<th>Core Comp Letter (A-I)</th>
<th>Assignment (type and short description)</th>
<th># of students achieving each letter grade</th>
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</thead>
<tbody>
<tr>
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<td>Rank from fewest submissions to most</td>
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<td></td>
<td></td>
<td>Satisfactory (B or better)</td>
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<td></td>
<td></td>
<td>Unsatisfactory (less than B)</td>
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<td>No Grade</td>
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</tbody>
</table>
| A                      | Articulate the ethics, values, and foundational principles of archives and records management professionals and appreciate the important role record keepers play in social memory and | Satisfactory completion = 15
| #7                     | The group of 15 students submitted competency A an average of 2.13 times before it was accepted as satisfactory. | Unsatisfactory completion = 1
|                        | This student submitted Comp A twice without success. | No Grade |
| B                      | Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use | Satisfactory completion = 15
| #5 (tie)               | The group of 15 students submitted competency A an average of 2 times before it was accepted as satisfactory. | Unsatisfactory completion = 1
|                        | This student submitted Comp A once without success. | No Grade |
| C                      | Understand the evolution of information recordkeeping systems in response to technological change | Satisfactory completion = 15
| #4                     | The group of 15 students submitted competency A an average of 1.93 times before it was accepted as satisfactory. | Unsatisfactory completion = 1
<p>|                        | This student submitted Comp A once without success. | No Grade |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Competency Description</th>
<th>Satisfactory completion = 15</th>
<th>Un satisfactory completion = 1</th>
</tr>
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<tr>
<td>D</td>
<td>Have expertise in the basic concepts and principles used to identify, evaluate, select, organize, maintain, and provide access to records of current and enduring value</td>
<td>The group of 15 students submitted competency A an average of 1.73 times before it was accepted as satisfactory.</td>
<td>This student submitted Comp A once without success.</td>
</tr>
<tr>
<td>E</td>
<td>Understand the system of standards and structures endorsed and utilized by the recordkeeping professions, particularly in the areas of electronic records and digital</td>
<td>The group of 15 students submitted competency A an average of 2 times before it was accepted as satisfactory.</td>
<td>This student submitted Comp A once without success.</td>
</tr>
<tr>
<td>F</td>
<td>Apply fundamental management theories and principles to the administration of records and recordkeeping organizations</td>
<td>The group of 15 students submitted competency A an average of 1.66 times before it was accepted as satisfactory.</td>
<td>This student submitted Comp A once without success.</td>
</tr>
<tr>
<td>G</td>
<td>Know the legal requirements and ethical principles involved in records management and the role the recordkeeper plays in institutional compliance and risk management</td>
<td>The group of 15 students submitted competency A an average of 2.07 times before it was accepted as satisfactory.</td>
<td>This student submitted Comp A once without success.</td>
</tr>
<tr>
<td>H</td>
<td>Be conversant with current information technologies and best practices relating to records preservation and security</td>
<td>The group of 15 students submitted competency A an average of 1.87 times before it was accepted as satisfactory.</td>
<td>This student submitted Comp A once without success.</td>
</tr>
<tr>
<td>I</td>
<td>Understand research design and research methods and possess the analytical, written, and oral communication skills to synthesize and disseminate research findings</td>
<td>The group of 15 students submitted competency A an average of 1.73 times before it was accepted as satisfactory.</td>
<td>This student submitted Comp A once without success.</td>
</tr>
</tbody>
</table>
Findings:
Compss completed in degree of difficulty starting with the most troublesome for students:

- Comp A – 2.13
- Comp G – 2.07
- Comps B and E - 2
- Comp C – 1.93
- Comp H – 1.87
- Comps D and I – 1.73
- Comp F – 1.66

Additional information:

- Number of times submitted was higher than for the 2015 class. The lowest average in 2016 is higher than the highest average in 2015. B was the most difficult for students last year (1.61) and E the easiest (1.23).
- Most comps were returned due to writing errors as opposed to interpretation errors in 2016. However, students experienced difficulty in interpreting the comps that were rated 2 and above in average number of times submitted—A, B, E, and G.
- Issues related to interpretation included:
  - lack of specific reference to ethical codes, behaviors, and principles in A and G;
  - lack of information about “economic dimensions” in B; and
  - confusion over “standards, guidelines, and structures” in competency E.
- Although Comp F ranked the lowest, some students were asked to edit their first version due to lack of specifics about management theories.

Based on the findings:

- The same instructor will continue with MARA 289 for the 2016-2017 academic year to compare average number of submissions for two years.
- Instructors teaching courses related to competencies A, B, E, and G have provided examples of assignments for those courses and a discussion related to these findings will take place at the end of the spring term to see how they might clarify or emphasize the topics most troublesome to students.
- Students entering the MARA program will be introduced to the MARA e-portfolio course in the MARA Program Technology canvas course.
- A module on the MARA e-portfolio will be added to the MARA advising site so students can discuss the core competencies during their time in the program.

See MARA rubric online: [http://ischool.sjsu.edu/programs/mara/eportfolio-handbook](http://ischool.sjsu.edu/programs/mara/eportfolio-handbook)
Appendix B

Continued evaluation of MARA 210 and MARA 285

Two courses were analyzed and included in past assessment reports: MARA 210, Records Creation, Appraisal, and Retention and MARA 285, Research Methods in Archives and Records Management. They were again reviewed in 2015-2016.

**MARA 210, Records Creation, Appraisal and Retention**

Data was gathered for MARA 210 the first time in spring 2012. It was also gathered in spring 2013, 2014 and 2015. Data for spring 2016 is not yet available. The main Core Competency supported by this course is D: Have expertise in the basic concepts and principles used to identify, evaluate, select, organize, maintain, and provide access to records of current and enduring value. The results of the Spring 2016 e-Portfolio course reveal that students’ Core Competency Statements for Comp D were returned 1.73 times, meeting the goal of less than 2 times each.

One instructor taught the course in spring 2012, and another has taught it since spring 2013. The assignments used by instructors were different, but they centered for the most part on developing a records retention policy and program. The average grades for those assignments are shown in Table 2.

<table>
<thead>
<tr>
<th>Term</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>No Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>23.25 (87.9%)</td>
<td>1.75 (6%)</td>
<td>0</td>
<td>0</td>
<td>.25 (0.1%)</td>
<td>6%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>21 (84%)</td>
<td>1.25 (5%)</td>
<td>.25 (1%)</td>
<td>0</td>
<td>.5 (2%)</td>
<td>2 (8%)</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>33.25 (97.8%)</td>
<td>.25 (0.74%)</td>
<td>0</td>
<td>.25 (0.74%)</td>
<td>0</td>
<td>.25 (0.74%)</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>6.8 (75.5%)</td>
<td>2 (22.22%)</td>
<td>.2 (2.22%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on these findings: After evaluating the success of students in the course, the assignments covered, and the main focus of the course, it appears the assignments are appropriate and students do well on the 4 major assignments related to records retention, with 93.9% earning B or better on the average. Students writing Competency Statement D for their e-Portfolios submitted an average of 1.73 times. The same instructor will continue to teach this course in spring 2017, and the major assignments will remain essentially the same.

**MARA 285, Research Methods in Records Management and Archival Science**

MARA 285 was offered the first time in fall 2010. Statistics were gathered for this course in fall 2011 and continued through fall 2015. The major assignment for this course supports Core Competency I: Understand research design and research methods and possess the analytical, written, and oral communication skills to synthesize and disseminate research findings. The results of the Spring 2016 e-Portfolio course reveal that student Core Competency Statements for Comp I were returned 1.73 times,
meeting the goal of less than 2 times each. A comparison of the grades earned on this assignment from 2011 through 2015 is shown in Table 3.

Table 3: Average grades earned on Final Research Proposal Assignment in MARA 285.

<table>
<thead>
<tr>
<th>Term</th>
<th>A (X%)</th>
<th>B (X%)</th>
<th>C (X%)</th>
<th>D (X%)</th>
<th>F (X%)</th>
<th>No Grade (X%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>10 (71.4%)</td>
<td>3 (21.4%)</td>
<td></td>
<td></td>
<td>1 (7.1%)</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>17 (94.4%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>19 (100%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>17 (94.4%)</td>
<td>1 (0.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>4 (57%)</td>
<td>2 (29%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 (14%)</td>
</tr>
</tbody>
</table>

The instructor in fall 2011 was different than the instructor who taught the course fall 2012-2014. A third instructor taught the course in 2015. This is the only course that supports core competency I. The number of times students submitted the Core Competency I statement in spring 2016 was 1.73, slightly higher than the results in 2013 and 2014; however, the results are still below the goal of less than 2 submissions on average.

One recommendation for consideration in 2014-2015 was to include an assignment on conducting research for publishing a journal article or proposal to present at a professional conference. This conversation continued over the summer of 2015, when it was decided that this type of assignment would not be introduced.

**Based on these findings:** The same instructor who taught MARA 285 in fall 2015 will teach it again in fall 2016 without major changes. The fall 2015 results will be used as a basis for comparison next year.
Appendix C

Additional Courses Reviewed 2015-2016: MARA 200, 204, and 211

In addition to MARA 210 and 285 examined previously, the 2015-2016 assessment schedule required an examination of MARA 200, 204, and 211.

MARA 200, The Record and the Recordkeeping Professions

This course is required of all MARA students and is offered in the fall term. The instructor for MARA 200 has taught this course since 2012. This course supports Competencies A, B, and G. Assignments were evaluated with the results shown in Table 4.

Table 4: Average grades earned by 22 students on 3 major assignments in MARA 200.

<table>
<thead>
<tr>
<th>Term</th>
<th>Core Comp</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>No Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>A</td>
<td>17 (plus 2 A-)</td>
<td>2 B+</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>13 (plus 4 A-)</td>
<td>2 B-</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>15 (plus 2 A-)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Results of the analysis of the spring 2016 e-Portfolio Competency statements reveal statements for all three were returned more 2 or more times, higher than our goal of less than 2. Comp A was returned 2.13 times, Comp G was returned 2.07 times and Comp B was returned 2 times.

Although discussions were included to introduce Competency J in MARA 200, the results were not graded.

Based on these findings: The majority of the students earn a B or better on the three major assignments, which support competencies A, B, and G; however, they do not do as well when writing about these competencies for their e-Portfolios. The same instructor will teach MARA 200 in fall 2016. The instructor will revise the course over summer 2016 to add one major assignment to support Competency J. Student performance on that new assignment will be included in the 2016-2017 assessment report. An evaluation of the relationship between the assignments to support the competencies (A, B, and G) and the rubric used to score the competencies will take place over summer 2016 to understand if either the rubrics or the assignments should be modified.

MARA 204, Management of Records and Archival Institutions

This course is required of all MARA students and is offered only in the fall. The same instructor has taught this course since fall 2012. Two major assignments support Competency D, one major assignment supports Competency E, and one major assignment supports Competency G. The results are shown in Table 5.

Table 5: Average grades earned by 20 students on 4 major assignments in MARA 204.
The data shows that the majority of students earn a B or better on all four assignments in this course. This course is the one that introduces students to management theories and theorists, as well as tools to use in strategic planning. A review of the number of times each competency statement was returned to e-Portfolio students shows that core competencies D and F fall below 2, at 1.73 and 1.66 respectively. However, the statements for competency G, *Know the legal requirements and ethical principles involved in records management and the role the recordkeeper plays in institutional compliance and risk management*, are returned 2.07 times on average.

**Based on these findings:** This instructor will continue to teach this course in fall 2016. A more thorough review of the assignment to support this competency will be made over summer 2016, along with the review of the clarity of the competency statement itself and the rubric used to evaluate it. This competency statement is also covered in one intermediate course, MARA 211, Records Access Storage and Retrieval and two advanced courses, MARA 284, topic: Information Governance and MARA 284, topic: Information Assurance. A review of MARA 211 was undertaken in 2015-2016 and the two MARA 284 courses are scheduled for review during the 2017-2018 academic year. However, based on these findings, a discussion of this competency in relation to those two courses will take place in 2016-2017.

**MARA 211, Records Access, Storage and Retrieval**

This course is required of all students and is taught in the fall semester. Students are expected to take it after MARA 210, as it addresses the next phase of the records management lifecycle. The 2014-2015 assessment report stated this course should be analyzed in 2015-2016 to ensure that there is no duplication of content. The course supports core competencies C, D, E, F, G, and H. One major assignment supports comp E, one comp G, and a third comps C, D, and H. Student achievement is shown in Table 6.

<table>
<thead>
<tr>
<th>Term</th>
<th>Core Comp</th>
<th>A (with 2 A-)</th>
<th>B (with 6 B+)</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>No Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>E</td>
<td>11</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>15</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C, D, H</td>
<td>16</td>
<td>1 B-</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Based on these findings:** The same instructor has taught the course since 2011 (except for 2012) and will do so again in fall 2016. The assignments for all courses supporting comps E and G will be reviewed during summer 2016 based on the number of times each was returned to students working on their e-portfolios in spring 2016. An examination of this course reveals that the assignment for competency G,
for example, supports one part of the competency (legal) but not the other (ethical). This suggests the grid used to map the core competencies for courses for internal evaluation should be revised to indicate whether the course fully or partially supports the competency and how. This will be addressed in 2016-2017.

**From 2014-2015:** A review of the assignments from 210 and 211 should be compared to ensure no overlap.

**Findings:** There is no overlap.