SJSU Annual Program Assessment Form  
Academic Year 2016-2017

Instructions
1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before March 1, 2017.

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.

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 2016-17).
- 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: Master of Archives and Records Administration (MARA)

College: College of Applied Sciences and Arts

Program Website: http://ischool.sjsu.edu/programs/master-archives-records-administration-mara

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

Program Accreditation (if any): None

Contact Person and Email: Patricia C. Franks, patricia.franks@sjsu.edu

Date of Report: February 15, 2017

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.)

   National disciplinary standards do not exist for archives and records management educational programs.

   Please see PLOs: http://ischool.sjsu.edu/programs/mara/mara-core-competencies
   Rubrics that describe how students can demonstrate learning: http://amazon.sjsu.edu/html-pfranks/MARA289/mara_289_rubric_Jan2016.pdf

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.)

   Please see:

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)
• Each of the core competencies (Program Learning Outcomes) is mapped to MARA courses, and this mapping is posted online for students. Students can view the courses that support each core competency (PLO) by selecting the core competency (PLO) from a dropdown menu at: http://ischoolapps.sjsu.edu/slo-core/mara-core.php

• Students can also search by course to view the core competencies (PLOs), as well as Course Learning Outcomes to be achieved through the coursework by selecting from the dropdown menu at: http://ischoolapps.sjsu.edu/slo-core/mara.php

• Each MARA course was developed to provide content and activities to support at least one MARA Core Competency (PLO), which is published on each course syllabus. Multiple sections of a course use the same Core Competencies (PLOs) and Course Learning Outcomes, agreed upon by course instructors with guidance from the MARA Program Coordinator.

• Each MARA course has specific Course Learning Outcomes (CLOs). Each assignment is linked to the specific Course Learning Outcome it fulfills, and this information is indicated on the course syllabus. All sections of the course share common learning outcomes, although individual instructors have the freedom to meet those same objectives through their own assignments and class activities. The MARA Program Coordinator works with instructors as they develop their own Course Learning Outcomes.

• If an instructor develops a new course or wishes to change the Course Learning Outcomes or Program Learning Outcomes for a current course, the instructor must work with the MARA Program Coordinator to ensure the proposed assignments and course learning outcomes fulfill the chosen competencies.

Required Courses and PLOs

Table 1 reflects each of the 10 required MARA courses, the 2 options* students must select from, and the competencies they were designed to support.

• Course descriptions can be found at 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

Table 1: An overview of MARA courses mapped to core competencies.

<table>
<thead>
<tr>
<th>MARA Course</th>
<th>MARA Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>200</td>
<td>x</td>
</tr>
<tr>
<td>204</td>
<td></td>
</tr>
<tr>
<td>210</td>
<td></td>
</tr>
<tr>
<td>211</td>
<td>x</td>
</tr>
<tr>
<td>249</td>
<td></td>
</tr>
</tbody>
</table>
MARA 289, e-Portfolio, is the culminating course during which students provide evidence of mastery of all program learning outcomes.

- For alignment of PLOs to MARA courses, please see: [http://ischoolapps.sjsu.edu/slo-core/mara-core.php](http://ischoolapps.sjsu.edu/slo-core/mara-core.php)
- For alignment of MARA Courses PLOs (core competencies) and CLOs (student learning outcomes), please see: [http://ischoolapps.sjsu.edu/slo-core/mara.php](http://ischoolapps.sjsu.edu/slo-core/mara.php)

**One-credit MARA elective courses and PLOs**

As these course are being developed, the MARA Program Coordinator works with the instructors proposing the course(s) to ensure content supports at least one of the MARA PLOs. The proposer and MARA Program Coordinator then work to ensure Course Learning Outcomes support the selected PLO(s) and that assignments ensure that students are able to master both. An example of the first two one-credit courses developed, MARA 284, Seminar in Archives and Records Administration, *Topics Ethics for Archivists and Records and Information Management Professionals* (summer 2017) and *Digital Forensics for Archivists* (fall 2017) are shown in Table 2.

Table 2: MARA one-credit elective courses mapped to MARA core competencies (PLOs).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Class Name (or special topic)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARA 284</td>
<td>Ethics for Archivists and RIM Professionals</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>INFO 287</td>
<td>Digital Forensics for Archivists</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MLIS pre-approved elective courses and MARA PLOs**

Up to 9 units of credit can be earned by taking MLIS courses as electives selected from a [pre-approved list](http://ischoolapps.sjsu.edu/slo-core/mara.php). The PLOs (core competencies) supported differ based on courses selected. Examples posted in the MARA advising site show students how they can use assignments from MLIS courses to provide evidence of mastery of MARA PLOs. Students work with the MARA student advisor to identify assignments that can meet the MARA PLOs from their chosen electives. Table 3 provides an example of pre-approved
MLIS courses mapped to MARA Program Learning Outcomes.

Table 3: An example of selected MLIS (INFO) courses mapped to MARA core competencies (PLOs).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Class Name (or special topic)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO 240</td>
<td>Website Creation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO 242</td>
<td>Database Mgmt</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO 246</td>
<td>Data Mining</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO 281</td>
<td>Metadata</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO 287</td>
<td>Cybersecurity</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFO 298</td>
<td>Special Studies (ex. contributions to the International Directory of National Archives)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

4. **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.)

**Overall Planning for Assessment**

The MARA Program Coordinator is responsible for curriculum review with input from MARA faculty and feedback from the [MARA Program Advisory Committee](#) (composed of practitioners) and the [International Advisory Council](#) (composed of leaders in our profession). The MARA Program has been continually reviewed and changes made since its launch in fall 2008. Our approach includes assessment of PLOs in two ways: 1) as described through the interpretation of core competency statements (PLOs) and supporting evidence presented by students in [MARA 289, ePortfolio](#), which is offered each Fall and Spring, and 2) as supported through courses reviewed according to the planning table shown in Table 3.

Table 3. An overview of the MARA curriculum review cycle, revised to address new one-credit offerings and to accommodate one complete program review each 5 years.

<table>
<thead>
<tr>
<th>Action Items since first overall program review Summer 2014</th>
<th>PLOs Assessed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review 200, 204, 210, 211, an 285 (the first year of the three-year cycle)</td>
<td>All, A-J</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Review the culminating experiences: MARA 289, 294, and 295.</td>
<td>All, A-J</td>
<td>Fall 2016 –</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Modification</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review MARA 249 and MARA 283. Review all advanced topics taught as MARA 284 (Seminar in Archives and Records Management), including Information Governance and Information Assurance.</td>
<td>Fall 2017-Spring 2018</td>
</tr>
<tr>
<td>Review one-credit courses offered as MARA 284 topics starting in summer and fall 2017 and spring 2018. Review also the optional, self-paced MARA Program Technology preparation workshop first offered in Spring 2016.</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Overall Program Review</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Review MARA 200, 204, 210, 211, and 285 (the first year of the new cycle)</td>
<td>Fall 2019-Spring 2020</td>
</tr>
</tbody>
</table>

*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 on the MARA program Performance Page.

Direct link to the most recent report, Spring 2017:


5. **Student Experience**

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

The Program Learning Outcomes are provided to students through the iSchool website on the following pages:

- MARA Core Competencies (Program Learning Outcomes):
  http://ischool.sjsu.edu/programs/mara/mara-core-competencies

- MARA Core Competencies (Program Learning Outcomes) Mapped to Courses:
  http://ischoolapps.sjsu.edu/slo-core/mara-core.php

- MARA Courses Mapped to Core Competencies (Program Learning Outcomes):
  http://ischoolapps.sjsu.edu/slo-core/mara.php

In addition, each syllabus lists course learning outcomes and program learning outcomes (core competencies). 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, International Advisory Council and formal curriculum review process constitute a significant component of the School’s approach to curriculum planning and assessment. The most recent recommendation of the MARA Program Advisory Committee is the addition of one-credit courses. The first one-credit course, *Ethics for Archivists and RIM professionals*, will be offered in the summer of 2017. A second one-credit course will be offered in the fall, *Digital Forensics for Archivists*. Other one-credit courses are in the planning stage.

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 Analysis each fall term and presenting findings to the MARA Program Advisory Committee. The fall 2016 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 MARA student assistant also interacts with other students in the MARA advising site to gather feedback on recommendations for curriculum improvement. An informal survey is taken each spring to solicit input from current students. Previous suggestions have resulted in curriculum and operational changes. For example, students consistently express an overwhelmingly desire for a balance of theory and practice. Instructors keep this in mind when planning lessons and activities. A second example is a desire for more hands-on activities. 100% of the participants the spring 2016 survey indicated hands-on experience with software was either somewhat important (28%) or extremely important (72%). This repeated the sentiments expressed previously that resulted in the addition of a course offered the first time in fall 2016 as MARA 283, *Enterprise Content Management and Digital Preservation*. This course utilizes both Office 365/SharePoint Online and Preservica, a cloud-based digital preservation solution. This recommendation was also considered when planning the one-credit *Digital Forensics for Archivists* course; students will be introduced to BitCurator.
Part B

6. **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 gathered data for the assessment of individual PLOs. For results see Section 7 A.
- We reviewed and compared the results of the review to previous years for three courses according to the assessment schedule in the May 2016 annual report: MARA 294, 295, and 289. See Section 7 B.
- We reviewed MARA exit data from students graduating—using Qualtrics. For results see Section 7 C.
- We reviewed alumni survey data—using Qualtrics. For results see Section 7 D.
- We reviewed retention data for students for two points of retention—between the first completed semester and the second semester and successful completion of the culminating ePortfolio. For results see Section 7 E.
- We reviewed SOTE input from students and made appropriate changes. For results see Section 7 G.

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

A. **Individual Learning Outcomes**


**Direct link to the most recent report, Spring 2017:**

We are pleased with the most recent data gathered. Results of the MARA 289 spring 2016 class were used to clarify the instructions for the assignments within MARA 289 for fall. The average number of times students submitted their competency statements and supporting evidence dropped to below 2. This means students either needed no revisions or were able to satisfy requirements set out in the rubrics with just one revision.

There is further work to be accomplished. Competencies (PLOs), A, B, I, and J are supported by only one course each.

- During spring 2017, we will continue to review existing required courses to determine where there are activities that partially support those competencies (PLOs).
- We have added two one-credit MARA courses for elective credit that complement the required course offerings. The first, *Ethics for Archivists and Records and Information Managers*, will be offered summer 2017. The second one-credit course, *Digital Forensics for Archivists*, will provide a practical assignment using the BitCurator Virtual Machine.
Both courses will support, among other competencies, Core Competency (PLO) A. To date, MARA 200 is the only source of assignments identified to support Competency A.

- In the near future, one-credit elective courses will be developed to provide additional opportunities to engage in assignments related to PLOs (core competencies) B, I and J.

**B. Curriculum Review from Fall 2016**

We reviewed three culminating experiences: MARA 294, Professional Experiences: Internships, MARA 295, Organizational Consulting Project (OCP), and MARA 289, Advanced Topics in Archives and Records Administration (ePortfolio).

MARA 294, Professional Experiences: Internships – This course provides practical archival and/or records management experience in either physical or virtual settings. Core Competencies (PLOs) D, E, and F are supported regardless of the setting. Students develop at least three Course Learning Outcomes with assistance from the MARA instructor and the site supervisor. All three core competencies (PLOs) must be achieved. The completion rate for students is 98% for students participating each spring from 2011 through 2016. The challenge lines in the reduction in the number of internship sites available in the iSchool database as a result of a University-wide insurance contract requirement, the difficulty in entering into internship placements that coincide with the dates of the spring term, and the refusal by a few employers who offer tuition reimbursement to reimburse for a non-lecture course.

MARA 295, Organizational Consulting Project (OCP) – This course is an alternative to MARA 294, Internship for students who are employed in the archival or records management field and have permission to work on a project outside of their normal duties at work. Only 12 students have opted for this alternative between 2011 and 2016. However, all have successfully completed their OCPs. The PLOs for this course are the same as for MARA 294: D, E, and F. The CLOs are developed in concert with the MARA instructor and the organization supervisor, known in this case as the “client.” This option is valuable and will remain as long as the option of MARA 294 or MARA 295 is available to students.

MARA 289, Advanced Topics in Archives and Records Administration (ePortfolio) – This course is required of all MARA students as a culminating experience. In this course, students create an electronic ePortfolio, write an introduction, interpret and provide evidence of mastery for all MARA core comps (PLOs), and write a conclusion explaining how mastery of all nine competencies has benefitted them so far and/or is expected to benefit them in the future. Students who entered the program before Spring 2015 also write a Philosophy Statement; however, instead of the Philosophy Statement, students entering the program Spring 2015 and beyond must interpret and provide evidence of mastery of a tenth core competency (PLO): 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.

Further information on the evaluation of these three courses is provided on the [MARA Program Performance Page](#) in the [Spring 2017 Program Assessment Report](#).

In addition to the three courses reviewed according to the MARA review cycle, one-credit course offerings were discussed. As outlined in the [Spring 2017 Program Assessment Report](#), the first two MARA one-credit courses will be offered in summer and fall of 2017. A third, Data Warehousing and Cloud Analytics was suggested as the third one-credit course to be developed.
In addition to those three, the members of the MARA Program Advisory Committee suggested the following topics at the fall 2016 PAC meeting:

- Arranging and Describing Archives – DACS (RAD for Canada)
- Archives & Records Management Policy and Procedure Development
- Format Conversion/Digital Preservation
- Green Archives and Records Management
- Litigation holds
- Managing Health Information
- Managing Non-standard Objects: Moving Images, sound recordings, cartographic drawings, architectural drawings, 3D technology.
- RIM-related standards, technical reports, guidelines, etc.

The content for the above courses would complement but not duplicate content in existing required courses. Because competencies (PLOs) B, I, and J are supported by assignments in only one course, a decision was made to prioritize the one-credit courses to be developed to provide additional opportunities to engage in assignments to support those PLOs. Managing Health Information, for example, would support PLO B by aiding students in recognizing the social, cultural, and economic dimensions of records, recordkeeping, and records use. This topic is again on the agenda for the spring 2017 MARA PAC meeting.

C. Exit Surveys

A few weeks after each semester ends, the School of Information solicits feedback from new graduates through an exit survey. The survey allows us to assess student satisfaction with the MARA curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide data regarding student involvement in professional associations and other extracurricular activities, such as the Society of American Archivists Student Chapter.

Exit surveys are discussed twice a year at faculty retreats and used to guide program development decisions. A summary of results is posted to the MARA Program Performance Page. We are proud of the key findings of the fall 2016 exit survey, which finds 75% of students completed the program within 3 years, 100% rated the overall education experience as very good, and 100% would recommend the MARA program to others. See a summary of the results of the fall 2016 exit survey at http://ischool.sjsu.edu/about/mara-program-performance#exit-survey

D. Alumni Surveys

We collect data from alumni through the annual alumni survey— the most recent was sent in summer 2016 and queried spring 2015 graduates of the program. Key findings are that 100% of
the alumni responding are currently employed and working full time, and 100% of the alumni responding strongly agree or agree that the skills and knowledge they learned in the MARA program prepared them for their job. The summary of the summer 2016 alumni survey is included on the MARA Program Performance Page at https://ischool.sjsu.edu/about/mara-program-performance#Alumni

E. Retention Results

We work with our Program Advisory Committee to ensure the curriculum is relevant and connected to the job market. We share the accomplishments of each member of the PAC with students through PAC profiles on our website. We monitor the job market through an annual fall jobs analysis report and summary slides to ensure we understand the requirements for employment in archives, records management, and information governance positions.

In addition, we monitor retention at two points, after completing the first semester in the program and upon successfully completing the culminating e-Portfolio. Please see:

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

F. SOTEs Surveys

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

- Addition of communication tools in course; for example, by including video instructions and creating animated presentations.
- Inviting guest presenters (in the form of brief video messages) that provide their perspective on a topic introduced in the course.
- Streamlining assignments.
- Providing assignments that students can conduct in a variety of environments to allow them to explore areas of interest; for example, archives, records centers, government agencies.
- Including a global perspective whenever possible; for example, students become aware not only of US standards but also of national and international standards.

G. Employer Survey

Please see https://ischool.sjsu.edu/about/mara-program-performance#employer

8. 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”?)
A. Data Collection Timetable

We continue to review all PLOs at the end of each fall and spring term at the completion of MARA 289. In addition, we review specific courses each year, which means course in which some of the PLOs are supported are given additional attention. This year we added one additional year of review to accommodate the new one-credit courses. We moved evaluation of the MARA Technology Preparation Workshop to that same timeframe. We now have a four-year annual review timetable as shown below:

<table>
<thead>
<tr>
<th>Action Items</th>
<th>PLOs in addition to all related to MARA 289</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review of MARA 294, 295, and 289 (data gathered based on spring and fall 2016—analysis ongoing)</td>
<td>D, E, F</td>
<td>2016-2017 (2nd year of the previous and new cycles)</td>
</tr>
<tr>
<td>• Review MARA 249 and MARA 283.</td>
<td></td>
<td></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>C, D, E, H</td>
<td>2017-2018 (3rd year of the previous and new cycles)</td>
</tr>
<tr>
<td>• Review MARA 284 seminar one-credit topics (all).</td>
<td>A, D, G, H</td>
<td>2018-2019 (new 4th year)</td>
</tr>
<tr>
<td>• Review the MARA Technology Preparation Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5-year Review of MARA Program (first one summer-fall 2014)</td>
<td>All</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>• Review MARA 200, 204, 210, 211, and 285</td>
<td>All</td>
<td>2019-2020 (year 1 of the new cycle)</td>
</tr>
<tr>
<td>• Review MARA 289, 294, and 295</td>
<td>D, E, F</td>
<td>2020-2021 (year 2 of the new cycle)</td>
</tr>
</tbody>
</table>

B. Support of the Virtual International Experience

Students entering the MARA program spring 2015 or later must master Core Competency (PLO) J, *Identify ways in which archivists and records managers can contribute to the cultural, economic, educational, and social well being of our global communities.*

The School of Information Strategic Plan *directly addresses* this requirement. With support from the College of Applied Sciences and Arts, we have developed an iSchool Global Repository through which assignments can be shared. A survey is run twice a year to identify new assignments and update existing ones. The repository is updated based on survey findings. The site is maintained in the Canvas Learning Management System. An *outline template* was made available for wider use of the College. A new course on *Globalization and Information* was developed that can be taken as an elective by MARA students to fulfill MARA Core Competency (PLO) J.
C. Advising

An advising portal supports student advising; and an Advising Toolkit is provided. MARA students work closely with the MARA Program Coordinator, who serves as Academic Advisor to all MARA students. This process enables a smooth transition between applicants seeking admission to the program and advisement for new students. Students work with the MARA Program Coordinator/Academic Advisory throughout their time in the program. Administrative advisement issues are handled by the iSchool Student Services Team. A MARA new student checklist informs them of the student resources available to them and the registration timelines.

All students are also enrolled in the Canvas iSchool Advising and Administration “one-stop” portal. As the centralized hub of advising activity at the iSchool, the portal contains a wide array of resources with embedded tutorials and links, including: modules on choosing a workload and pace, how to select core courses and electives, an overview of each iSchool career pathway, university and iSchool student success resources and online workshop recordings, FAQs on specific courses, student organization user groups, a collection of faculty and student tips, discussion forums organized by career pathway, textbook exchange, an administrative help forum moderated by the Online Advisor, registration and procedural FAQs, scholarships and awards application drop boxes, information about financial aid, Candidacy and graduation processes, an advising site calendar and an announcements feed. The average number of daily page views in the site from the month of January 2016 was 2518 with an average of 30 unique visitors each day.

Because of the specificity of the MARA program, all MARA students are also enrolled in a Canvas Academic Advising site moderated by the MARA Program Coordinator/MARA Academic Advisor. There students receive information specific to the MARA program and have an opportunity to communicate with peers and the advisor.

D. Nuro Retention (formerly Copley Systems)

We are also beginning to fully implement the Nuro Retention to help with retention as the University currently does not provide this level of support for online graduate programs. The system will help us identify students slipping into the “at risk” category. Using Nuro Retention, we can create cohorts for at risk students (those hovering just above 3.0) and probation students to they can receive monitoring and contact through the semester while Nuro is pulling in real-time information about their current grades. We are also creating cases in Nuro for students who have incompletes and RPs.

E. We are becoming more proactive about reaching out to students on probation.

- We follow up with new Probation and Continuing Probation students with outreach messaging, asking them to get into contact with our online Student Advisor regarding their plan for the next semester.
• After they enroll, looking at the students’ schedule, if we notice they are enrolled in, for example, 3 classes, we reach out again.
• We have developed a [Probation Workbook](#).

**Part C**
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual PLO assessments per schedule above</td>
<td>As of fall 2016, on average students were able to submit all core competency (PLO) statements and supporting evidence either once or twice (one revision). We are pleased with this data and our goal is to continue to maintain this success rate.</td>
</tr>
<tr>
<td>Timeframe review pattern</td>
<td>A review of the courses scheduled has been completed based on statistics from spring and fall 2016.</td>
</tr>
<tr>
<td>Assess impact of Nuro Retention</td>
<td>Nuro Retention has just been introduced and data is being correlated. This system will be used more extensively in the near future.</td>
</tr>
<tr>
<td>Continue annual graduate student and alumni surveys</td>
<td>These surveys are conducted once a year due to the small size of the fall graduating class. Data is on the MARA Program Performance Page and is very positive. Efforts will continue to maintain the currency and quality of the MARA program to support our graduates.</td>
</tr>
</tbody>
</table>