SLIS Masters in Archives and Records Administration (MARA) Assessment Report: June 2013

[MARA Program Performance: Public DATA URL](#)

The MARA curriculum is designed to provide students with a sound background in the theory and practice of archives and records and information management (see http://slisweb.sjsu.edu/programs/mara/mara-curriculum). Nine core competences were developed referencing several professional organizations, including ARMA International, the Society of American Archivists, the Institute of Certified Records Managers, and the Academy of Certified Archivists.

MARA students entering the program between fall 2008 and fall 2011 were required to take fourteen required MARA courses. Since fall 2012, MARA students have been allowed to tailor their program to meet their interests and career goals by selecting three electives from a pre-approved list (see MLIS elective application form at http://slisweb.sjsu.edu/programs/mara/mara-curriculum/mlis-electives-form) of courses from the School's Master of Library and Information Science (MLIS) program. Among the pre-approved MLIS electives for MARA students are Archives and Manuscripts, Preservation Management, Digitization, and Curation of New Media.

The MARA curriculum is grounded in and unified by a foundational set of knowledge—core competencies—that defines and unites archives and records and information management professionals regardless of where they practice.   The MARA core competencies (see http://slisweb.sjsu.edu/programs/mara/mara-core-competencies)are our program learning outcomes.

MARA Core Competencies (Program Learning Outcomes)

Upon completion of the MARA program students will be able to:

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 organizational accountability
B. Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use
C. Understand the evolution of information recordkeeping systems in response to technological change
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

E. Understand the system of standards and structures endorsed and utilized by the recordkeeping professions, particularly in the areas of electronic records and digital assets management
F. Apply fundamental management theories and principles to the administration of records and recordkeeping organizations
G. Know the legal requirements and ethical principles involved in records management and the role the record keeper plays in institutional compliance and risk management
H. Be conversant with current information technologies and best practices relating to records preservation and security
I. Understand research design and research methods and possess the analytical, written, and oral communication skills to synthesize and disseminate research findings

During the MARA course design process, the MARA Core Competencies (Program Learning Outcomes) to be met by each course are identified for inclusion on the course syllabi. The same Core Competencies (Program Learning Outcomes) provide guidance to all instructors further developing their courses by adding course content, assignments, readings, and more. The MARA Program Coordinator provides leadership in identifying core competencies for each course in consultation with course instructors.

Please see: http://slisapps.sjsu.edu/slo-core/mara-core.php for MARA core competencies (program learning outcomes) mapped to MARA classes.

MARA Student Learning Objectives (SLOs)

In addition to program learning outcomes, each MARA class has standardized Student Learning Outcomes (SLOs) with each assignment linked to the SLOs that the particular assignment fulfills. The same SLOs are included in the course syllabi, regardless of instructor or semester offered. Instructors, however, have the freedom to meet those objectives through their own course content (lectures and readings) as well as class assignments and activities.

Please see http://slisapps.sjsu.edu/slo-core/mara.php for a description of each MARA course along with the associated Student Learning Outcomes (SLOs) and Core Competencies (Program Learning Outcomes).

The connections between Core Competencies (Program Learning Outcomes), SLOs and course assignments are publically available on our class web pages (syllabi) at http://slisweb.sjsu.edu/current-students/courses/syllabi.   Students can easily discern the particular student learning outcomes and core competencies for each class by checking this database.   They can see which classes map to core competencies.

Evaluation of Student Achievement at Key Milestones in the Program

As students progress through the MARA program, there are three key transition points where the School evaluates student achievement, providing us with data we use to improve our program.

Two of these transition points measure student persistence in the program, and one indicates performance of those who complete the program.

New technology workshop: Online Social Networking, Technology and Tools. Students start this new technology workshop before they begin their first semester and must satisfactorily complete it to continue in the program. One of the purposes of the workshop is to help determine if a student is equipped for the online environment. This workshop is not taken for credit, and statistics were not available before summer 2011. Beginning in spring 2013, MARA students could also start their program in January. Figures are available for spring admits from 2013 forward. Some students complete the technology workshop but don't register for classes for the following term. These figures are also available from summer 2011 forward. A brief description can be found on the Course Descriptions page.

One of the purposes of this workshop is to determine if a new student will be successful in an exclusively online program. Data regarding the number of new students who successful complete the New Student Technology Workshop can be found on our website and is reprinted here.

Table 1. **MARA New Technology Workshop: Online Social Networking Retention and Pass Data**

Semester	Total Enrolled by SLIS	Withdrawn/ dropped	Still Enrolled at Semester End	Not Satisfactory	Satisfactory	Retention Rate	Pass Rate	Enroll in classes the first term	% Enroll in classes the first term
Spring 2013	17	0	17	0	17	100%	100%	17	100%
Summer 2012	25	2	23	0	23	92%	100%	23	100%
Summer 2011	18	4	14	0	14	78%	100%	9	64%

Evaluation of student achievement in this workshop, along with feedback from students, allows us to modify workshop content. Based on feedback from workshop student assistants, who serve as peer mentors and help assess student achievement,

we regularly update course content. For example, in Spring 2011, as part of our School's ongoing evaluation process, we added information regarding the MARA program's ePortfolio culminating experience option. In 2010, we added a module regarding tools to support collaborative projects, including using Google Docs to collaboratively author papers, reports, and other documents.

As indicated in table 1, 100% of the students who have taken the new student technology workshop since summer 2011 competed it. The retention rate for students transitioning from the new student technology workshop into classes has steadily improved from 78% in summer 2011 to 100% in spring 2013. A spring 2013 survey indicated 29% of the MARA students who responded stated that the New Technology workshop was very important to their success; 57% indicated it was somewhat important. When asked which course modules were most important, students selected Web Conferencing and Collaborate (26%) and King Library Resources (26%) followed by APA style (16%). Two students recommended adding a Time Management unit to the workshop; one found the e-mail discussion list module least useful and one found the APA style module least useful.

Students completing first term courses and continuing on to the second term.

The second transition point occurs and after the students complete their first semester in the program and start the second. The MARA program was designed as a cohort model, where students could only enter the program each fall and were required to take both MARA 200 and MARA 202 that first term. We looked at the number of students who earned a B or better in each course and then compared that number to the percentage who registered for classes the following term.   The percentages were not consistent, indicating no correlation between grades of B or better and persistence. This data can be found on our MARA Program Performance page and is reproduced below.

See http://slisapps.sjsu.edu/slo-core/mara.php for the Core Competencies (program learning outcomes) for MARA 200, 202, 204, and 210.

Table 2.a. **Data about Students Taking MARA 200 and MARA 202 in their first term (Students entering program prior to fall 2012) and continuing on to a second term the following spring.**

	200 Total Enrolled	# B or better	%	202 Total Enrolled	# B or better	%	# Started following term	% Started following term
Fall 2011	9	7	78%	9	0	100%	8	89%
Fall 2010	15	14	93%	15	14	93%	10	67%
Fall	11	4	36%	11	8	73%	5	45%

2009							
Fall 2008	8	8	100%	8	8	100%	8	100%

This data was included in our discussions about moving away from the cohort model to allow students more flexibility in deciding when to start the program (now fall or spring) and how many courses to take each term (now one or more). Data collection for courses taken each fall beginning in 2012 and each spring beginning in 2013 will be compared to data gathered for Fall 2013 and Spring 2014. Our hypothesis is that more students who make a B or better in the initial courses will move forward due to the removal of the cohort restriction and the greater flexibility.

Table 2.b. **Data about students taking MARA 200 and MARA 204 in their first term (Students entering the program fall 2012) and continuing on to a second term the following spring.**

	200 Total Enrolled	# B or better	%	204 Total Enrolled	# B or better	%	# Started following term	% Started following term
Fall 2012	22	20	91%	19	18	95%	19	86%

Table 2.c. **Data about students taking MARA 210 and one MLIS elective in their first term (Students entering the program spring 2013) and continuing on to a second term the following fall.**

	210 Total Enrolled	# B or better	%	MLIS elective Total Enrolled	# B or better	%	# Started following term	% Started following term
Spring 2013	13	11	84.6%	11	9	81.8%		

Note: One spring 2013 entrant took only an MLIS elective; the remaining 13 took MARA 210.

Evaluation of Program Learning Outcomes Drives Program Development

The third and final evaluation of student achievement on the program level involves our assessment of overall student learning in the MARA program. Our goal is to use student performance in the MARA culminating experience course, MARA 289 (e-portfolio) as an assessment of student achievement in demonstrating mastery of all program learning outcomes (core competencies).

The MARA e-portfolio guidelines used for assessing e-portfolio statements are posted to the MARA program performance page and linked to from here.

Because MARA is a relatively new program, launched in fall 2008, two different types of assessments have been used. Assessment reports are linked to from the MARA Program Performance Page and are described here.

Prior to Spring 2011

Students entered the MARA program for the first time in fall 2008. At the time, an overly ambitious plan was put into place to collect data in Fall 2008 on 7 MARA program learning outcomes (core competencies) from two classes (MARA 200 and MARA 202) and to do the same each semester. However, discussions taken place in early 2010 resulted in a decision to take a new approach to MARA ongoing assessment. It was decided that the MARA program coordinator would identify one assignment from each class that is designed to assess achievement of one particular SLO core to the content of the class. That is the only data we will collect from the class. The original plan and modified plan are included on the Program Assessment Report from Spring 2010.

During the spring of 2010, MARA 204: Management of Records and Archival Institutions was selected to pilot the new approach because it had been taught once before, in Spring 2009, and student data from the same key assignment, which correlates closely with MARA Core Competency F, was available for both the Spring 2009 and the Spring 2010 classes. An analysis of the data revealed that six of seven students who took MARA 204 in spring 2009 achieved a B+ or higher on the selected assignment and seven of eight students who took MARA 204 in spring 2010 achieved a B or higher. Therefore, it was determined that no changes needed to be made to the assignment. It was further decided that the results of the same course would be used in spring 2011 to determine student success in meeting MARA Core Competency F: *Apply fundamental management theories and principles to the administration of records and recordkeeping organizations.* See the MARA Program Assessment Report from Fall 2010.

Spring 2011

The instructor who taught MARA 204 in the spring of 2010, once again taught it in the spring of 2011. The same assignment and instructions used for the Evaluation of Archives/Records Management Program assignment, and the same rubric used in 2009 and 2010 to grade it were used for an analysis of achievement during spring 2010. Of 11 students who were enrolled at the start of the course, 10 completed the course. One withdrew from the program. The ten students who completed the course earned the following grades on this assignment: 9 A and 1 B. Once again it was determined that no changes need be made to assignment F.

The first five graduates of the MARA program completed their master's degrees in spring 2011. This allowed us to evaluate the students' performance in their culminating experience. They demonstrated mastery of the 9 MARA Program Learning Outcomes (Core Competencies) by completing the MARA culminating

course, MARA 289 (e-portfolio).   The goal of MARA 289 e-portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all program learning outcomes (core competencies).

In order to assess their understanding of the Core Competency F and their ability to provide evidence of mastery, their description of Core Competency F and the evidence they provided was analyzed. When asked to describe their understanding of Comp F, 3 of the 5 students submitted the Environmental Scan with SWOT analysis (Evaluation of Archives/Records Management Program) as evidence of mastery of MARA core competency F. The other two submitted a related, group assignment from this same MARA 204 course that also contained an environmental scan and SWOT analysis. The number of revisions needed to satisfactorily write Core Competency statement F was determined. The statements of three students were accepted the first time submitted (no revisions), and the statements of two of the students were accepted the second time they were submitted (1 revision). The finding is that this is a valuable assignment that students perform very well and use as evidence in support of their mastery of MARA core competency F when completing their culminating course, MARA 289.

The Fall 2011 MARA Program Assessment Report, which contains the assignment and grading rubric, is posted to the MARA Program Performance page as well as linked to from this report. It includes information about the MARA 289 course completed by Spring 2011 graduates, the third class to complete the program.

Full details about the e-portfolio are available in the most recent version of the MARA 289 E-Portfolio Handbook available in PDF format.

E-portfolio rubrics (tied to the program learning outcomes) are also available in PDF format.

See the example of a completed MARA e-Portfolio.

Five students graduated from the MARA program in Spring 2012. All five were able to satisfactorily complete all nine competencies

We will have one additional group complete the MARA program as part of a cohort model in spring 2014. That group began the program in Fall 2011.

Fall 2012 Forward

Students starting the MARA program in fall 2012 entered a program that differed in several ways from the one that students entering in fall 2008, 2009, 2010, and 2011 pursued. First, based on the low enrollment numbers and retention rates during the first four years of the program, feedback from students, and recommendations of the MARA program advisory board, we dropped the cohort model, began to enroll

students in both the fall and spring semesters, and we now allow students to take one or more courses each semester.

In addition to these changes, we reduced the required number of MARA courses from fourteen to eleven to allow students to take three electives from the Master of Library and Information Science degree program.

Students will still be required to satisfy the requirements of the culminating course, MARA 289, by describing how they have mastered the nine MARA core competencies. We anticipate that the first graduates entering the redesigned program will graduate in spring 2015. At that time, we will compare the performance of students completing MARA 289 with the completion rates of prior graduates.

This year, we selected one core competency to analyze in depth—*core competency 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 organizational accountability. We found:*

> The third eight graduates of the MARA program completed their master's degrees in spring 2013. This allowed us to evaluate the students' performance in their culminating experience. They demonstrated mastery of the 9 MARA Program Learning Outcomes (Core Competencies) by completing the MARA culminating course, MARA 289 (e-portfolio). The goal of MARA 289 e-portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all program learning outcomes (core competencies). In order to assess their understanding of the Core Competency A and their ability to provide evidence of mastery, their description of Core Competency A and the evidence they provided was analyzed. When asked to describe their understanding of Comp A, all of the students submitted assignments from MARA 200 (The Records and the Recordkeeping Profession) including 1) a journal / professional association analysis; 2) an article critique based on a work which referenced ethics, or social roles and responsibilities of the recordkeeping professions and 3) an institutional assessment and review. Three of the student also included assignments from MARA 256 (21st Century Archival Methods), which also included an assignment on an archival site visit. The number of revisions needed to satisfactorily write Core Competency statement A was determined. The statements of all students were accepted after three revisions. The statements of three students were accepted the first time submitted (no revisions), and the statements of three of the students were accepted the second time they were submitted (1 revision) and the statements of two students were accepted the third time they were submitted (2 revisions) – averaging 1.75 for competency A submissions. The finding is that these are valuable assignments that students perform very well and use as evidence in support of their mastery of MARA core competency F when completing their

culminating course, MARA 289.

 In addition to regularly examining data regarding student mastery of individual program learning outcomes, we analyze overall data regarding completion rates for MARA 289, e-portfolio, which we publish on our website. Students who fail MARA 289 may take the course one more time before being disqualified from the program. To date, every student enrolled in MARA 289 has satisfactorily completed the course on the first attempt for a 100% first-time completion rate.

	Total Enrolled	Passed	Failed*	Incomplete	% Completion Rate
Spring 2013	8	8	0	0	100%
Spring 2012	5	5	0	0	100%
Spring 2011	5	5	0	0	100%

*Students who fail MARA 289 have one more chance to retake the e-Portfolio course. If they fail again, they are disqualified from the MARA program. To date, there were no disqualifications due to failing to produce a satisfactory e-Portfolio.

Faculty and Student Involvement in the Evaluation Process

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 annually 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 and our faculty institute. For example, during the May 2013 faculty institute, our Director made a presentation regarding key themes identified during her most recent review of SOTE feedback.

She emphasized:
- Be seen: Record video lectures

- Be organized: Structure course content
- Be responsive: Respond promptly
- Be present: Participate in discussions
- Be current: Provide up-to-date content
- Be accurate: Update existing syllabi/lectures with current dates
- Be clear: Provide clear assignments/ instructions
- Be clear: Provide clear grading expectations
- Be timely: Grade assignments in timely way

Our faculty review the anonymous surveys completed by students in their courses, and in response, they often modify their courses. For example, one MARA instructor explained how he learned from his SOTEs to modify MARA 204—Management of Records and Archival Institutions to establish a greater sense of presence in his course and provide students with the option of reading or listening to/viewing the class lectures:

> *In my very first term of MARA 204 I received feedback in my SOTES where one student said that while they liked the course, I came off as distant, primarily due to the written lecture. It was my first term teaching, and this surprised me since I participated prolifically in the discussions as well. I responded to this feedback by creating a pre-recorded audio version of my lecture as well as developed a welcome video for my classes to introduce myself. In the four terms since, I haven't received that complaint again. In fact, many students now comment on how approachable I am, both in the SOTES and in direct e-mails/conversation. In this example, I found the SOTES to be quite valuable.*

New MARA students are encouraged to take two MARA courses in the fall, and most do that. One comment on an evaluation for an instructor teaching MARA 200 – The Record and the Recordkeeping Professions in fall 2011 was that she and the instructor of the second MARA course had major assignments due the same week of the semester. The instructors maintained their high standards by keeping the same content and assignments in their course, but they met to compare schedules to see if they could avoid having major assignments due the same week. That change was implemented for fall 2012, and may have one contributing factor to improve performance in MARA 200. The percent of students taking MARA 200 and earning a B or better rose from 78% in fall 2011 to 91% in fall 2012.

Additional examples of how faculty modified courses in response to SOTE feedback include:
- Improved navigation of the course site
- Adjusted flow of assignments
- Increased frequency of feedback provided to students regarding their performance
- Modified assignments to include group work, presentations, and/or screencasts

- Increased use of collaborative authoring tools to share material with classmates
- Increased use of video lectures by faculty, to supplement audio lectures or written lectures
- Revised course readings
- Incorporated new technology tools into assignments, so students are introduced to emerging technology and required to explore the 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
- Updated assignment instructions, and provided those instructions via written documents, as well as screencasts and podcasts

A few weeks after graduation, the School also solicits feedback from new MARA graduates through an exit survey, which allows us to assess satisfaction with the School's curriculum and identify areas in need of improvement. The first MARA graduating class exited the program in May 2011, but no exit survey was conducted. The second MARA graduating class exited the program in May 2012, and the first MARA exit survey was conducted. Three of the five graduates responded to the survey for a 60% response rate. The third MARA graduating class exited the program in May 2013, and five of the eight graduates responded for a 62.5% response rate. Survey results are discussed at faculty retreats and 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 our website.

Involvement by Other Groups in the Evaluation Process

Students continue to provide input that is considered when evaluating the MARA curriculum after graduation by participating in an Alumni survey. Because of the small size of the first graduating class in 2011 (5 students), the first MARA alumni survey was conducted in spring 2013 and covered graduates from 2011 and 2012 (when an additional 5 students completed the program). Of the 10 graduates, 6 participated in the first alumni survey, and 4 of those worked for their current employer when they graduated. One was employed part time and another was unemployed. The results of the first MARA alumni survey are included on the MARA program performance page. The students from the first two graduating classes were part of a cohort model that provided very little flexibility in the courses they took or the schedule they had to follow. Based on recommendations of these students provided as part of informal surveys conducted by the Program Coordinator and input from the Program Advisory Committee and MARA faculty, a number of changes were made to the program, including the opportunity to take 3 MLIS electives. These changes will affect students graduating 2015 and beyond.

Another group that provides beneficial feedback regarding our curriculum is our internship supervisors. We regularly rely on their input to improve these structured field experiences, which are required of MARA students, unless they obtain an Organizational Consulting Project. At the end of each semester, we invite all internship supervisors to complete an online survey, and an analysis of survey results informs modifications to our internship course. For example, in response to feedback from supervisors, we revised site supervisor guidelines regarding virtual internships and modified the schedule for interaction between the faculty supervisor and site supervisor. Two examples of virtual internship placements held by MARA students are in records management positions with Cisco Systems and for the State of Wisconsin Public Records Board. Site supervisor evaluations of both students were extremely positive with ratings of 5 out of a possible 5 on achievement of learning outcomes, professionalism, and personal characteristics.

We also garner input from practitioners regarding our curriculum through their participation on our MARA Program Advisory Committees (PACs). The committee is comprised of between 4 and 6 experts in the field who meet virtually with faculty leads once per semester to review the curriculum, identify emerging trends, and provide feedback on course content. After each committee meeting, the faculty leads send a written report to the Director, to the Curriculum Committee co-chairs, and to all members of the PAC. Once a year the PAC faculty leads submit a report regarding PAC activity to the full faculty at the May faculty retreat.

One example of a past recommendation from a PAC that resulted in curricular updates was the recommendation to allow MARA students to take three MLIS electives. The PAC members also assisted in identifying a pre-approved list of MLIS electives suitable for MARA students effective spring 2013.

Another PAC report recommended that we add a course on *Information Governance*. The new information governance course was approved at the spring 2013 faculty retreat and will be offered for the first time in the fall of 2013.

We also receive ongoing, high level feedback regarding our program from our School's International Advisory Council, which includes leaders from government, industry, and the profession. Their feedback was the impetus for several key changes in our program. As an example, their input led to development of new electives and related faculty hiring in the areas of big data, Cybersecurity, informatics, and information visualization. MARA students will benefit from these new electives, since they are now required to include three MLIS electives in their program.

The International Advisory Council also suggested that we consider offering virtual internships, in addition to our place-based internships, expanding access to these field experiences. Since then, we have invested in a growing virtual internship program, with expanding opportunities and a range of resources on our website

that help students explore these opportunities, including our [virtual internship blog](#), virtual internship [FAQ web page](#), and [narratives](#) about our MLIS and MARA students who have completed virtual internships.

Employer Survey

Employer surveys provide the school with valuable information from two sources: 1) employers of our graduates and 2) potential employers. Because only 5 students graduated from the MARA program in May 2011 and another 5 in May 2012, a decision was made to delay an employer survey until we had a larger number of employers of our graduates to survey. Eight students graduated in May 2013, for a total of eighteen graduates from the first three years of the program.

The first MARA employer survey will be conducted during the 2013-2014 academic year and repeated every 2nd year.

Archives and Records Management Jobs Analysis

Two projects were conducted to gather and analyze information from postings for jobs in the field of records management and archives related to records management—spring 2011 and spring 2013. The results of both studies are posted to the [MARA program performance page](#).

One promising finding is that although the MARA degree was not listed as require or requested on any job listings in 2011, the MARA degree was requested on 33% of the listings in 2013 (see table).

	MLIS, MLS, or MSIS degree	MARA degree
2011	92.7	0
2013	70.8	33.3
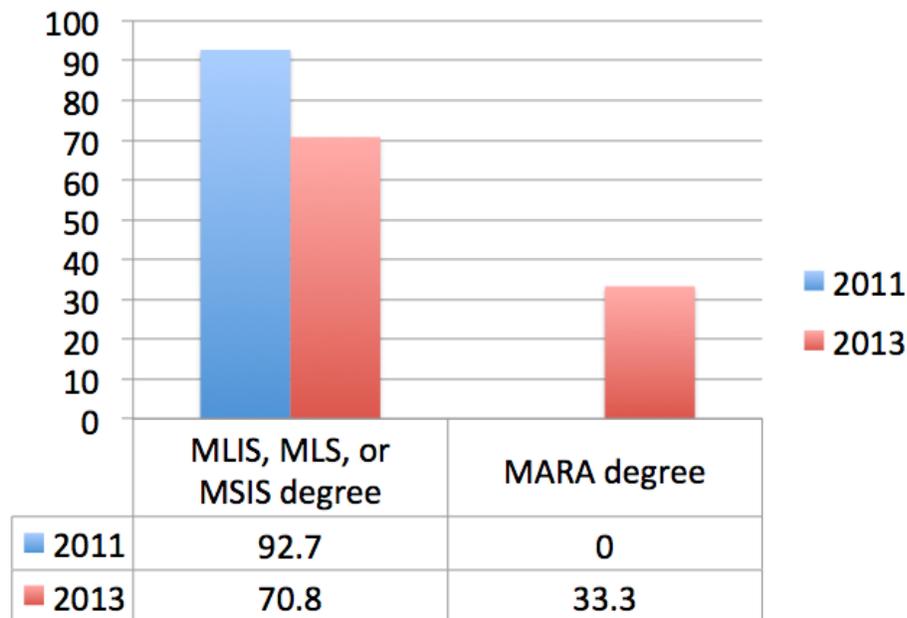
Most of the listings do also cite "other" as a requirement for a master's degree, which is where MARA students can also be included, but it is evidence of the growing recognition of the MARA degree program in SLIS that we are beginning to see it listed specifically in job postings for students pursuing positions in archives and records administration.

Findings include:

1. Records management and archival positions responsible for physical and electronic records are listed under diverse job titles, including Records and Technology Manager, Archivist, Electronic Records Specialist, and Manger, Records and Policy.

2. Applicants for these positions are expected to be multi-functional. In addition to being skilled in records management they need to be skilled in one or more of the following areas: information technology management, archival management, electronic records management, supervision/leadership, or training.

Implications for the MARA program:

1. The job descriptions are becoming increasingly complex. The broad knowledge, skills and experience cited in the job postings indicate flexibility in course selection is desirable. For example, technology management is

more and more important so it is essential to allow students greater access to LIS electives especially in the area of database creation and management.

2. MARA is a relatively new program that is not ALA-accredited since the focus is on archives and records management—not library science. Though most job listings for records managers cite MLIS as required or desirable, an increasing number specify a MARA degree or masters in archives or records management. Future studies should be conducted to determine if this is an actual trend or an anomaly.

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As stated previously, we will conduct the first Employer Survey during the 2013-2014 academic year and repeat it every 2nd year. Since the data gathered may be similar in some respect to that gathered form the Jobs Survey, the next Jobs Survey will be conducted in Spring 2015 and repeated every 2nd year. Data from both types of studies, along with input from additional internal and external stakeholders, are used to ensure the quality and timeliness of our MARA curriculum.