

SLIS MARA Program Assessment Report

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Degree Program(s):	Master of Archives and Records Administration (MARA)	Department:	School of Information
Department Chair:	Dr. Sandy Hirsh	Phone:	4-2491
Report Prepared by:	Dr. Patricia C. Franks	Phone:	4-2494
Next Self-Study due:	Spring 2017	E-mail:	Patricia.franks@sjsu.edu

ARCHIVAL INFORMATION

Location:	http://slisweb.sjsu.edu/about-slis/mara-program-performance#program	Person to Contact:	Patricia Franks	patricia.franks@sjsu.edu
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Closing the Loop on new initiatives implemented during 2014-2015**From the 2014-15 report:**

In 2014-2015, we offered a new course, Enterprise Content Management and Digital Preservation, as a special topic under MARA 284, Seminar in Archives and Records Management.

2015-2016 update: Twenty-six students were enrolled in fall 2015. All successfully completed the course. The course was submitted to the University Curriculum Committee for approval as a required MARA course. Approval was received.

Based on this update: The course will be included in the MARA curriculum as MARA 283, Enterprise Content Management and Digital Preservation starting in fall 2016.

From the 2014-15 report:

In 2014-2015, we added Core Competency J - Identify ways in which archivists and records managers contribute to the cultural, economic, educational, and social well being of our global communities. Initial discussions indicated MARA 204 would support this core competency. However, further discussions with the members of the Program Advisory Committee and faculty teaching both MARA 204 and MARA 200, resulted in the decision to integrate assignments into MARA 200 instead.

2015-2016 update: The MARA 200 instructor added discussion topics related to Competency J, so that students who began in Spring 2015 and were required to master this competency, would begin to address this requirement. MARA 200 was evaluated this academic year.

Based on this update: This core competency will be added to the MARA 200 course syllabus for fall 2016. One major assignment will be added to the course to support the competency.

Assessing Individual Competencies

We continue to analyze the data presented through MARA 289, e-Portfolio. See Appendix A for the spring 2016 report. The program-based assessment measures student mastery of all program learning outcomes (core competencies) before graduation. This is a course offered for credit or no credit. The faculty member supervises students, evaluates their work, provides feedback, and evaluates the final product, the e-Portfolio. Students interpret each competency and provide evidence supporting their mastery of each.

From the 2014-2015 report:

Reduce the average number of times 2015 MARA 289 students submit their statements for Core Competency A 1.46 times-- less than the 2014 average of 2.28 times. Outcome: Accomplished.

2015-2016 update: In the past this course was taught only each spring, but it was offered to fall students for the first time in 2015. One student enrolled. That student submitted each core competency statement with supporting evidence only once, for an average of 1.0.

Sixteen students enrolled in this course for spring 2016. One failed (submitted one core competency only), and fifteen passed. See the complete report in Appendix A. The number of times competency A was submitted by the 15 students who completed the course, 2.13, was higher than for the 2015 class but lower than for the 2014 class. One possible reason is the 2016 course was taught by a different instructor who may have had different expectations.

Based on these findings: The same instructor will teach MARA 289 in spring 2017 as did in spring 2016. As part of the 2015-2016 review of MARA 200, data was gathered that will be evaluated over the summer of 2016 to compare the core competencies to the major assignments in the course and make revisions where necessary.

From the 2014-2015 report:

Use Spring 2014 figures for MARA 289 Core Competencies as a baseline with the goal of reaching an average of 2 submissions or less for each competency statement. That means the student would have made one revision to their competency statement before it is approved. Outcome: Accomplished for Spring 2015.

2015-2016 update:

As shown in Table 1, the two core competencies (A and B) that were submitted above an average of 2.0 times in 2014 were reduced to less than 2 by 2015. However, a comparison of the results of spring 2015 with those of 2016 shows a decided increase in the number of times each competency was submitted. Additional details on the spring 2016 results are included in Appendix A.

Table 1: Average number of submissions of Core Competency statements in Spring 2014, 2015, and 2016 for MARA 289, e-Portfolio.

Core Competency	A	B	C	D	E	F	G	H	I
Spring 2014	2.28	2.14	1.71	1.42	1.57	1.57	1.42	1.57	1.14
Spring 2015	1.46	1.61	1.53	1.46	1.23	1.46	1.38	1.53	1.53
Spring 2016	2.13	2.0	1.93	1.73	2.0	1.66	2.07	1.87	1.73

At the time this goal was set, it was decided that if a competency statement is submitted more than 2 times on average, the courses that contain student learning outcomes and supporting assignments for those competencies will be analyzed to determine 1) student performance on those assignments and 2) if the student learning outcomes and supporting assignments are appropriate.

As noted in the previous section, one instructor evaluated the competency statements in 2014 and 2015, but a different instructor did so in 2016. This may be one factor in the disparity in results. Most 2016 comps were returned due to writing errors as opposed to interpretation errors. 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.

Based on these findings: The same instructor will teach MARA 289 in spring 2017 as did in spring 2016. Instructors teaching courses supporting core competencies rated 2.0 or higher (A, B, E, and G) were asked for examples of assignments and a discussion will take place at the end of the spring term to see how they might clarify or emphasize the

topics identified as troublesome to students. In addition, the statements and rubrics used to evaluate them will be reviewed to see if either should also be revised. In addition, students entering the MARA program will be introduced to the e-portfolio course as part of the MARA Program Technology course in Canvas. A module will be added to the MARA advising site so students can begin work on their e-portfolio from the first term in the program.

From the 2014-2015 report:

To be more closely aligned with the University Learning Goals, a 10th core competency, [international experience](#), was approved in spring 2014 to be added to the list of Core Competencies (Program Learning Outcomes) in 2014-2015. Outcome: Accomplished.

This competency was added to the list of MARA Core Competencies (Program Learning Outcomes) at <http://ischool.sjsu.edu/programs/mara/mara-core-competencies> effective for students entering the program in spring 2015 and beyond. A review of the required MARA courses resulted in a decision to modify assignments in MARA 204 to support this new core competency. During the 2015-2016 academic year, additional was to be given to assignments for other courses that might be modified to support this new competency.

Findings: Discussions with instructors for both MARA 200 and MARA 204 resulted in a decision to add specific assignments to MARA 200 instead of MARA 204. Discussion assignments were added to the fall 2015 offering of MARA 200. The MARA 200 instructor reported success with those discussions.

Based on these findings: Core competency J will be added to the syllabus for MARA 200 for fall 2016, and a major assignment will be added to support the competency. Student performance on the assignment will be evaluated and included in the 2015-2016 report.

Specific Courses Reviewed During 2015-2016

The 2014-2015 timeline for assessment specified 5 courses to be reviewed during the 2015-2016 academic year: MARA 200, 204, 210, 211, and 285. Previous evaluations of two had been included in the 2014-2015 report: MARA 200 and MARA 285.

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 student 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 2: Comparison of grades earned on Records Retention assignments in MARA 210.

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

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 submit on 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.

Term	A	B	C	D	F	No Grade
Fall 2015	10 (71.4%)	3 (21.4%)	0	0	0	1 (7.1%)
Fall 2014	17 (94.4%)	0	0	0	0	1 (0.6%)
Fall 2013	19 (100%)	0	0	0	0	0
Fall 2012	17 (94.4%)	1 (0.6%)	0	0	0	0
Fall 2011	4 (57%)	2 (29%)	0	0	0	1 (14%)

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.

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.

Term	Core Comp	A	B	C	D	F	No Grade
Fall 2015	A	17 (plus 2 A-)	2 B+				1
	B	13 (plus 4 A-)	2 B-	3			
	G	15 (plus 2 A-)	2				3

Results of the analysis of the spring 2016 e-Portfolio Competency statements reveal statements for all three were returned 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.

Term	Core Comp	A	B	C	D	F	No Grade
Fall 2015	D #1	10	8	1	1	0	0
	D #2	15	3	0	0	0	2
	F	15	2	1	0	0	2
	G	12	8	0	0	0	0

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 comp C, D, and H. Student achievement is shown in Table 6.

Table 6: Average grades earned by 21 students on 3 major assignments in MARA 204.

Term	Core Comp	A	B	C	D	F	No Grade
2015	E	11 (with 2	2 (with 6				

		A-)	B+)				
	G	15 (with 3 A-)	1 (with 2 B+)				
	C, D, H	16 (with 3 A-)	1 B-		1		

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.

Additional Changes Made to the MARA Program During 2015-2016

Based on recommendations from the members of the [MARA Program Advisory Committee](#), an analysis of positions available for archivists and records and information managers (see 2015-2016 [Archives and Records Management Jobs Analysis](#) and [Slide Summary](#)), a review of student comments on SOTEs and in response to alumni and exit surveys (available on the [MARA Program Performance page](#)), the following additional changes were made during 2015-2016:

- A. Previously MARA students were added to INFO 203 courses to introduce them to the technology they would use in the program. MARA students did not earn credit for this. 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, MARA Program Technology course, effective spring 2016. Of 29 that started, 23 completed the final optional assignment. The site remains open for the term, and 8 students revisited sections as late as April. This appears to be working well and will continue for Fall 2016.
- B. A new course was taught as a required MARA 284 seminar topic for all students: *Enterprise Content Management and Digital Preservation* in fall 2015. It was repeated as INFO 284 for regular session students in spring 2016. The course provided hands-on activities using both a content management system (SharePoint) and a digital preservation system (Preservica). All students passed with a B or better.

- C. A proposal was submitted to the campus curriculum committee to approve MARA 284 seminar topic, Enterprise Content Management and Digital Preservation, as a required MARA course. That request was approved, and the course will be offered as MARA 283, Enterprise Content Management and Digital Preservation starting in fall 2016.
- D. Three topics were selected for the development of one-credit courses: Digital Forensics, Professional Ethics, and Data Warehousing and Cloud Analytics.

The change described in B above is reflected in the [course rotation schedule](#).

Plans for 2016-2017

During 2016-2017, we will:

- Continue with year two of a systematic approach to evaluate the entire program on a three-year cycle:
 - Year 2 (2016-2017), we will review the culminating experiences: MARA 289, 294, and 295.
 - Year 3 (2017-2018), we will review MARA 249, MARA 259, MARA 283 (if approved), along with all topics taught as MARA 284-Seminar in Archives and Records Management.
 - Begin the next 3-year cycle: Year 1 (2018-2019), we will review the new student technology workshop and five core courses (MARA 200, 204, 210, 211, and 285).
- Review all assignments related to core competencies A, B, E, and G, the statements themselves, and the rubrics used to evaluate them to determine if the assignments should be modified or supplemented or the competency statements and/or rubrics should be revised for clarification.
- Add an e-Portfolio/Core Competency module to the MARA Program Technology course in Canvas to introduce the new students to the e-portfolio.
- Add an e-Portfolio/Core Competency module to the MARA advising site so students can begin work on their e-portfolio from the first term in the program.
- 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.
- Develop three one credit courses and submit to the School of Information curriculum committee in fall 2016: Digital Forensics, Professional Ethics, and Data Warehousing and Cloud Analytics. The goal is to be prepared to offer these courses beginning in spring 2017.

Appendix A
MARA Core Comp / Assignment Achievement Reporting Form

Faculty: Patricia C. Franks

Course #/Title: MARA 289: ePortfolio

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.

Core Comp Letter (A-I)	Assignment (type and short description)	# of students achieving each letter grade		
		<i>Satisfactory (B or better)</i>	<i>Unsatisfactory (less than B)</i>	<i>No Grade</i>
Rank from fewest submissions to most				
A #7	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 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.	
B #5 (tie)	Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use	Satisfactory completion = 15 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.	
C #4	Understand the evolution of information recordkeeping systems in response to technological change	Satisfactory completion = 15 The group of 15 students submitted competency A an average of 1.93 times before it was accepted as satisfactory.	Unsatisfactory completion = 1 This student submitted Comp A once without success.	

D #2 (tie)	Have expertise in the basic concepts and principles used to identify, evaluate, select, organize, maintain, and provide access to records of	Satisfactory completion = 15 The group of 15 students submitted competency A an average of 1.73 times before it was accepted as satisfactory. Unsatisfactory completion = 1
E #5 (tie)	Understand the system of standards and structures endorsed and utilized by the recordkeeping professions, particularly in the areas	Satisfactory completion = 15 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.
F #1	Apply fundamental management theories and principles to the administration of records and recordkeeping organizations	Satisfactory completion = 15 The group of 15 students submitted competency A an average of 1.66 times before it was accepted as satisfactory. Unsatisfactory completion = 1 This student submitted Comp A once without success.
G #6	Know the legal requirements and ethical principles involved in records management and the role the recordkeeper plays in institutional compliance and risk management	Satisfactory completion = 15 The group of 15 students submitted competency A an average of 2.07 times before it was accepted as satisfactory. Unsatisfactory completion = 1 This student submitted Comp A once without success.
H #3	Be conversant with current information technologies and best practices relating to records preservation and security	Satisfactory completion = 15 The group of 15 students submitted competency A an average of 1.87 times before it was accepted as satisfactory. Unsatisfactory completion = 1 This student submitted Comp A once without success.
I #2 (tie)	Understand research design and research methods and possess the analytical, written, and oral communication skills to synthesize and disseminate research findings	Satisfactory completion = 15 The group of 15 students submitted competency A an average of 1.73 times before it was accepted as satisfactory. Unsatisfactory completion = 1 This student submitted Comp A once without success.

Findings:

Comps 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 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).
- Instructor changed from Daulby (2015) to Franks (2016).
- Most 2016 comps were returned due to writing errors as opposed to interpretation errors. 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 handbook online for instructions: <http://ischool.sjsu.edu/programs/mara/eportfolio-handbook>

See MARA rubric online: <http://ischool.sjsu.edu/programs/mara/eportfolio-handbook>