PROGRAM INFORMATION

Degree Program(s):	Master in Archives & Records Administration (MARA)	**Department:**	School of Library & Information Science
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Next Program Review?	AY 2012 - 2013		

ARCHIVAL INFORMATION

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Does the information (e.g., Mission, Goals, and/or Learning Outcomes) posted on the web (see, http://www.sjsu.edu/ugs/assessment/programs/) for this program need to be updated?

YES	NO XX	If yes, please submit changes to jacqueline.snell@sjsu.edu

The Master's in Archives & Records Administration (MARA) is a relatively new degree program for SLIS. The first cohort of 8 students (now 5) began coursework in Fall 2008. The second cohort of 10 students (now 8) began in Fall 2009. It looks like the third cohort, scheduled to begin in Fall 2010, will number in the twenties - a good sign that interest is growing in the MARA degree.

In the first MARA Program Assessment Report, submitted in September 2008 at the start of the program, we laid out a very ambitious cycle of data collection, analysis and discussion, and implementation of changes. We stated that faculty would collect and analyze data each semester as described in the Schedule of Assessment Activities chart, and would undertake a formal overall review of the MARA program after three years, as the first cohort of students graduated. We attached the MARA program student learning outcomes (SLOs), and the MARA assessment plan. The SLO numbers listed on the Schedule of Assessment Activities chart referred to the MARA SLOs. We also said that we would revisit and further develop the Schedule of Assessment Activities chart after the first three semesters of the MARA program.

It is now Spring 2010. The MARA program has had four semesters of activity: Fall 2008, Spring 2009, Summer 2009, and Fall 2009. For this report, the SLIS WASC coordinator, the MARA Program Coordinator, and MARA faculty examined the original Schedule of Assessment Activities chart and the MARA assessment plan in light of what we have learned during the first semesters of the program.

First, we discussed the MARA assessment plan. This plan has now been revised in response to more information from the field about certification exams, and given our greater understanding of the needs of MARA students. The section in the plan on mock exams (previous #4) has been removed and will not be a part of the MARA program. The revised MARA Assessment Plan is included in this report.

Next, we considered the data elements (specific graded assignments designed to address specified MARA program SLOs) from each of the offered classes, as per the Schedule of Assessment Activities chart.

We are still in the process of analyzing the data from the assignments, but realized as we did this that the Schedule of Assessment Activities chart as proposed in the September 2008 report was overly ambitious and perhaps not productive of useful information. For example, we had planned to collect data in Fall 2008 on 7 MARA Program SLOs from two classes (MARA 200 and MARA 202), and to do the same each semester - collect data on each SLO addressed in each class.

Our discussions this time have resulted in a new approach to MARA ongoing assessment. Going forward, the MARA Coordinator and faculty will identify one assignment from each class that is designed to assess achievement of one particular SLO that is core to the content of that class, and that is the only data we will collect from that class. By the time a cohort has completed the program, they will have had multiple learning opportunities to achieve mastery of all the SLOs, but we will only collect and analyze data on 3 different SLOs each semester. The objective is to gather data over time and from many students and classes, so that we can see if the curriculum is enabling students to master the SLOs. But we will do this by focusing on a few SLOs each semester, not on a lot of them. We feel this new approach will provide more focused and useful information going forward.

The MARA Coordinator is now in the process of working with faculty to identify the assignments and the SLOs to be assessed. We will provide that information and an updated Schedule of Assessment Activities chart in our next report.

It has been interesting to consider SLOs and assessment in a beginning program that is starting off slowly, with small initial cohorts. What we planned to do before the program started has turned out not to be as efficient or useful as we thought, so we are revising and refocusing, looking at which SLOs are most directly addressed in which course, and what kinds of assignments can best measure student achievement of those SLOs. It is good to be able to take this opportunity to reflect and revise MARA SLO assessments.

SCHEDULE OF ASSESSMENT ACTIVITIES*

From SEPT 2008 – to be revised for next assessment report

↓Semester after Program Review   Semester before next Program Review↓

SLOs	F2008	S2009	F2009	S2010	F2010	S2011	F2011	S2012	F2012	S2013
1 - A	C		C	D	C, D, I	C	D, I			
2 - B	C		C	C, D	C, D, I	C	D, I			
3 - C	C	C	C, D	C, D	C, D, I	C	D, I			
4 - D	C	C	C, D	C, D	C, D, I	C	D, I			
5 - E	C	C	C, D	C	C, D, I	C	D, I			
6 - F		C	C	C, D	C, D, I	C	D, I			
7 - G	C	C	C, D	C	C, D, I	C	D, I			
8 - H	C	C	C, D	C	C, D, I	C	D, I			
9 - I					C	C	D, I			

MASTER OF ARCHIVE AND RECORDS ADMINISTRATION

Statement of 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 the important role recordkeepers 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. Demonstrate 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 area of 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 recordkeeper 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

MASTER OF ARCHIVE AND RECORDS ADMINISTRATION

Assessment Plan
(Revised 3/2010)

The complete MARA program and the achievement of its students will be evaluated in several ways.

1. Goals and objectives (competencies or learning outcomes) have been established for the entire program (see MARA Statement of Core Competencies). Each student will complete an e-portfolio, demonstrating not just knowledge and understanding, but also the ability to apply their learning to make a difference to the community. Mastery of the knowledge domains and the learning outcomes of both archives and records and information management will be assessed through course assignments and through the e-portfolio. The e-portfolio process is modeled after the culminating experience currently in place for the MLIS program.

2. Specific goals and outcome measures have been established for all MARA courses. These are documented in the course syllabi. Baseline abilities in foundational areas such as research, writing, and appropriate citation have been incorporated into each of the core courses, with specific weighted assignments matched to these areas.

3. In addition to the evaluation of individual courses via the Student Opinion of Teaching Effectiveness (SOTE), all graduates will participate in an exit survey, administered by the school. Results will be used to inform program decisions.

4. SLIS faculty will undertake a formal review of the MARA program after three years, (F2011) as the first class of students graduate, based on the above sources of data. After five years, the program will be evaluated again as in the three-year cycle, with additional data gathering regarding job placement and statistics and in light of expected professional core competency and professional accreditation developments.