

## PROGRAM INFORMATION

Date submitted: June 1<sup>st</sup>, 2014

<b>Degree Program(s):</b>	Master of Archives and Records Administration (MARA)	<b>Department:</b>	School of Library and Information Science
<b>Department Chair:</b>	Dr. Sandy Hirsh	<b>Phone:</b>	4-2491
<b>Report Prepared by:</b>	Dr. Patricia C. Franks	<b>Phone:</b>	4-2494
<b>Next Self-Study due:</b>	Spring 2015	<b>E-mail:</b>	<a href="mailto:Patricia.franks@sjsu.edu">Patricia.franks@sjsu.edu</a>

## ARCHIVAL INFORMATION

<b>Location:</b>	<a href="http://slisweb.sjsu.edu/about-slis/mara-program-performance#program">http://slisweb.sjsu.edu/about-slis/mara-program-performance#program</a>	<b>Person to Contact:</b>	Patricia Franks	<a href="mailto:patricia.franks@sjsu.edu">patricia.franks@sjsu.edu</a>
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### Completing Goal set in 2012 Assessment Report and included in 2013 Assessment Report

***Report on MARA 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 (Assignments in MARA 200 - The Record and the Recordkeeping Professions)***

The second five graduates of the MARA program completed their master's degrees in spring 2012. They demonstrated mastery of the 9 MARA Program Learning Outcomes (Core Competencies) by completing the MARA culminating course, [MARA 289](#) (e-portfolio).

In order to assess student understanding of Core Competency A and their ability to provide evidence of mastery for their e-portfolio completed for MARA 289, their description of Core Competency A and the evidence they provided was analyzed. Of concern at the time was the finding that an acceptable (B level or higher) statement of competency for Core Competency A was achieved after three submissions (2 revisions). Because this is a foundation course for the program, it was determined that the core competency should be analyzed again in spring 2013 and spring 2014 to determine if this average remains consistent, and if so, what might be done to help the students better understand this competency.

The 2013 MARA Program Assessment Report revealed that improvement had been made. The eight students completing the e-portfolio course (MARA 289) in spring 2013 submitted their competency statement for Core Competency A 1.75 times. Unfortunately, the average number of times the seven students submitting their statements for Core Competency A in Spring 2014 rose to 2.28.

Because of this fluctuating figure, we decided to compare the grades on the assignment in MARA 200 that supports Core Competency A. Since the MARA Program Coordinator instituted new reporting forms in Fall 2011 to gather this information for every course taught every semester, we have data for MARA 200 for the last three fall terms: 2011, 2012, and 2013. In fall of 2011, 8 of 11 students earned an A, 1 a B, 1 a C, and 1 received no grade for this assignment. In 2012, 18 of 24 students earned an A and 2 an A-. Four students dropped the course before this assignment was due. In fall of 2013, 21 of 27 students earned an A on the assignment supporting competency A, 2 earned a B, and 4 students dropped the course before the assignment was due.

A number of variables can impact the ability of students to submit an acceptable competency statement, including the expectations of the instructor grading assignments in each course (MARA 200 and MARA 289) even when using the same rubrics and the fact that the MARA 200 competency statement may have been written first and students were just learning how to write the statements in MARA 289.

Because students take MARA 200 their first fall term in the program, the only comparison that can be made of the grades the same students earned in MARA 200 and MARA 289 (their final term) is for the students who graduated in May 2014. They took MARA 200 in fall 2011, were among those who earned an A on the assignment supporting Competency A, and yet had to submit the competency statement 2.28 times on average until it had been accepted. See reporting forms for MARA 200 completed in fall 2011 and MARA 289 completed in spring 2014 in Appendices A and B. Compared to averages for the remaining core competencies for MARA 289 in Spring 2014, Competency A produced the highest figure (see table 1).

Core Competency	A	B	C	D	E	F	G	H	I
Average times submitted for approval	2.28	2.14	1.71	1.42	1.57	1.57	1.42	1.57	1.14

Table 1: Average number of submissions of Core Competency statements in Spring 2014 MARA 289 – ePortfolio.

## Resetting Baseline Data

The MARA program is undergoing its first 5-year program evaluation at this time. While gathering data for the report, we compared the MARA Competencies with the University Learning Goals and identified a gap that will be filled by adding a tenth core competency: *Core Competency J - Contribute to the cultural, economic, educational, and social well being of our global communities.*

### For Spring 2015 Program Assessment

During fall 2013 and spring 2014, MARA faculty and MARA program advisory committee members discussed the importance of taking advantage of this 5-year review process to dive more deeply into a

review of the current nine core competencies, the student learning outcomes in each course that support those core competencies, and the assignments required of students to enable them to achieve the student learning outcomes. Therefore, during the 2014-2015 academic year, attention will be turned to these tasks.

Revisions to the curriculum, including infusion of the new core competency, will be made and will be effective with the students entering the program in fall 2015. For the Spring 2015 Program Assessment, we will compare the number of times each student submits each core competency with the figures in Table 1. However, we will ask students to delay submission the statement for Core Competency A until after they have had at least one other competency statement accepted in order to determine if the higher average times submitted may be related to the fact that the student is learning how to write the core competency statement and not to their understanding of the competency itself.

We will use this year's figures as a baseline for spring 2016 and 2017. Our goal is to reach an average of 2 or less for each competency statement. That means the student would have made one revision to their competency statement before it is approved. 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.

The students entering the program in 2015 will be required to address ten core competencies in MARA 289 in Spring 2018. At that time, the baseline will be reset for future program assessments to address all ten MARA Core Competencies.

**Appendix A**  
**Reporting Form for MARA WASC\* Evaluations**  
**Fall 2011**

The Western Association of Schools & Colleges is our accrediting body. In order to remain accredited, we need to report on the achievement of our students. When MARA was proposed and approved by this body, the program was designed to ensure that students would achieve 9 core competencies found at [http://slisweb.sjsu.edu/mara/mara\\_outcomes.htm](http://slisweb.sjsu.edu/mara/mara_outcomes.htm)

The template for each course approved indicated that students would master one or more core competencies upon completion of the course. One course, 285, indicates only one comp. The following is a chart with the courses offered this term, our names, and the comps each must design assignments to master.

Faculty	Course	Core Comps								
		A	B	C	D	E	F	G	H	I
Barnes	285									X
Franks	293				X	X	X			
Franks	295				X	X	X			
Norris	248			X		X			X	
Oliver	259						X	X	X	
Lindberg	200	X	X					X		
Daulby	202			X	X	X			X	

Even though we have had our first graduating class in spring 2011, we have to evaluate each course. Some day, I hope we can evaluate only by using the comp statements and evidence as presented in MARA 289.

Also, as you can see on the chart, each of the core comps is touched on in at least one course. So, I'd like to try to ask for information on the achievement of assignment(s) related to each of your comps. If there is a problem, let me know and we can decide how to proceed.

Please use the form on the following page. Once you complete it, send the entire file to me at [patricia.franks@sjsu.edu](mailto:patricia.franks@sjsu.edu)

**MARA Core Comp / Assignment Achievement Reporting Form – Fall 2011**

**Faculty:** xxxx

**Course #/Title:** MARA 200 – The Record and the Recordkeeping Professions

**Number of Students Enrolled Start of Course:** 11

**Number of Students Still Enrolled:** 11

**Student Achievement (complete the table below):**

Core Comp Letter (A-I)	Assignment (type and short description)	# of students achieving each letter grade					
		A	B	C	D	F	No Grade
A x	Institutional Assessment – interview with recordkeeper and visit to recordkeeping institution	8	1	1			1
B x	Journal/Association Analysis – analysis of records-related professional organization and evaluation of a professional journal	5	5				1
C							
D							
E							
F							
G x	Final Paper – a comprehensive examination of a current issue/challenge/dilemma facing the records professional	8					2 + 1 incomp
H							
I							

Please return this to [patricia.franks@sjsu.edu](mailto:patricia.franks@sjsu.edu). Please also attach to that email a copy of each assignment that you have provided for students to achieve the above comps (assignment sheet and rubric if you have one).

**Appendix B**

**MARA Core Comp / Assignment Achievement Reporting Form – Spring 2014**

**Faculty:** xxx

**Course #/Title:** MARA 289 - ADVANCED TOPICS IN ARCHIVES AND RECORDS ADMINISTRATION (EPORTFOLIO)

**Number of Students Enrolled Start of Course:** 7

**Number of Students Still Enrolled:** 7

**Student Achievement (complete the table below):**

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>
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	Satisfactory Completion =7 The group of 7 students submitted competency A an average of 2.28 times before it was accepted as satisfactory.		
B	Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use	Satisfactory Completion =7 The group of 7 students submitted competency B an average of 2.14 times before it was accepted as satisfactory.		
C	Understand the evolution of information recordkeeping systems in response to technological change	Satisfactory Completion =7 The group of 7 students submitted competency C an average of 1.71 times before it was accepted as satisfactory.		
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	Satisfactory Completion =7 The group of 7 students submitted competency D an average of 1.42 times before it was accepted as satisfactory.		
E	Understand the system of standards and structures	Satisfactory Completion =7		

	endorsed and utilized by the recordkeeping professions, particularly in the areas of electronic records and digital assets management	The group of 7 students submitted competency E an average of 1.57 times before it was accepted as satisfactory.
F	Apply fundamental management theories and principles to the administration of records and recordkeeping organizations	Satisfactory Completion =7 The group of 7 students submitted competency F an average of 1.57 times before it was accepted as satisfactory.
G	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 =7 The group of 7 students submitted competency G an average of 1.42 times before it was accepted as satisfactory.
H	Be conversant with current information technologies and best practices relating to records preservation and security	Satisfactory Completion =7 The group of 7 students submitted competency H an average of 1.57 times before it was accepted as satisfactory.
I	Understand research design and research methods and possess the analytical, written, and oral communication skills to synthesize and disseminate research findings	Satisfactory Completion =7 The group of 7 students submitted competency A an average of 1.14 times before it was accepted as satisfactory.

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Handbook:

[http://slisweb.sjsu.edu/sites/default/files/content\\_pdf/MARA%20289%20Handbook%202014%20Spring.pdf](http://slisweb.sjsu.edu/sites/default/files/content_pdf/MARA%20289%20Handbook%202014%20Spring.pdf)

Rubric:

[http://slisweb.sjsu.edu/sites/default/files/content\\_pdf/mara\\_289\\_rubric\\_2-5.pdf](http://slisweb.sjsu.edu/sites/default/files/content_pdf/mara_289_rubric_2-5.pdf)