SJSU Annual Program Assessment Form
Academic Year 2017-2018

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 15, 2018.

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 2017-18).
- 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:** Masters in Library and Information Science (MLIS). The MLIS is a graduate only program with 75% of its students in special session and 25% in regular session. It is delivered 100% online.

The MLIS includes the Teacher Librarian credential (TL). TL students apply to the MLIS and if they have completed the required TL classes (which are MLIS classes) they can stop at 31 units and apply solely for the TL (provided they already possess a valid California Professional Clear Credential, Basic Skill Authorization, and English Language Learner Authorization.) Many go on and complete the MLIS.

The assessment process for TL is therefore the assessment process followed for MLIS.

**College:** CASA

**Program Website:**
http://ischool.sjsu.edu

Please note: All assessment information is on our program performance page.
http://ischool.sjsu.edu/about/mlis-program-performance

**Link to Program Learning Outcomes (PLOs) on program website:**
http://ischool.sjsu.edu/current-students/courses/core-competencies

**Program Accreditation (if any):** American Library Association (ALA) –until 2021

**Contact Person and Email:**
Dr. Sandy Hirsh (Sandy.Hirsh@sjsu.edu); Dr. Linda Main (Linda.Main@sjsu.edu)

**Date of Report:** 1st March 2018
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.)

Please see:
http://ischool.sjsu.edu/current-students/courses/core-competencies

Rubrics that describe how students can demonstrate learning:

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:
PLOs Mapped to ULGs

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)

The MLIS program has 16 units of required courses and 27 units of electives. All students must take the following three (core) classes: INFO 200 (Information Communities), INFO 202 (Information Retrieval System Design), INFO 204 (Information Professions). All program learning outcomes are addressed by the time a student completes these three required core classes. See syllabi for INFO 200, 202, 204.

Students then select their electives from a wide choice depending on which career pathway they are following (they can also “mix and match” classes among career pathways). The electives reinforce the program learning outcomes (competencies) already addressed in the core classes.

- As instructors plan their classes and develop their syllabi, they determine which Core Competencies (Program Learning Outcomes) their classes address, and this information appears on each course syllabus. Multiple sections of a single course share the same Core Competencies (Program Learning Outcomes), agreed upon by the course instructors, with guidance from the assigned full-time faculty members who provide leadership for specific course clusters. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas. The course clusters and associated full-time faculty leads, as well as a list of all courses in each cluster, are available online.

- In addition to defined Core Competencies (Program Learning Outcomes), each course has specific Course Learning Outcomes (CLOs). Each assignment is linked to the specific Course
Learning Outcome(s) it fulfills, and this information is indicated on each course syllabus. All sections of a single course share common Course Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities. To help instructors establish CLOs for their courses, link CLOs to assignments, and indicate those links on their syllabi, we developed a tutorial that guides instructors through this process.

- If an instructor is developing a new course or wants to change the CLOs or Core Competencies (Program Learning Outcomes) for a current course, the instructor submits the proposed Core Competencies and CLOs to the co-chairs of the School’s Curriculum and Program Development Committee for review via a restricted online form. (The passwords are slis and news). The Curriculum and Program Development Committee co-chairs examine the proposed assignments and Course Learning Outcomes to be sure they fulfill the chosen competencies.

- These connections between Core Competencies (Program Learning Outcomes), Course Learning Outcomes, and course assignments are publicly available on our syllabi. In addition, students can easily view the Core Competencies (Program Learning Outcomes) and CLOs for each course by using this database. (To use the database, click on a specific course; the Core Competencies and CLOs for the course will be displayed.)

- Students can also search for courses that address each Core Competency (Program Learning Outcome) using this online tool, which displays a list of courses that support each Core Competency (Program Learning Outcome). (To use the tool, select any Core Competency (program learning outcome) and then view all courses that support the competency.)

For alignment of PLOs to courses please see:
http://ischoolapps.sjsu.edu/slo-core/core.php

For alignment of courses to CLOs and PLOs (core competencies) please see:
http://ischoolapps.sjsu.edu/slo-core/mlis.php

4. Planning – Assessment Schedule

Overall Planning for Assessment
Our School’s Curriculum and Program Development Committee coordinates a systematic review of the whole curriculum on a three-year cycle. In the first year, we review core courses (200, 202, and 204), as well as two other required courses, 203 and 285. In the second year, we review the culminating experience, including the program learning outcomes (289: e-Portfolio). In the third year, we review the Career Pathways. As part of this review, the faculty members involved explore whether the current courses are appropriate, whether the prerequisites are fitting, and whether changes are needed in course descriptions. The faculty members involved also explore whether new courses may be needed, based on their own professional experience, as well as feedback from our School’s Program Advisory Committees (composed of practitioners) and International Advisory Council (composed of leaders in our profession).
The table below provides an overview of our curriculum review cycle. All of the reviews through Fall 2017 will have been completed by March 2018.

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Accreditation Period: Review #1</strong></td>
<td></td>
</tr>
<tr>
<td>Development of new core courses (to be implemented in Fall 2014)</td>
<td>Fall 2013–Spring 2014</td>
</tr>
<tr>
<td>Career Pathways</td>
<td>Fall 2013–Spring 2014</td>
</tr>
<tr>
<td>Culminating experience</td>
<td>Fall 2014–Spring 2015</td>
</tr>
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<td>Core courses, LIBR 203, and LIBR 285</td>
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</tr>
<tr>
<td>Overall program review</td>
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</tr>
<tr>
<td><strong>Next Accreditation Period: Review #2</strong></td>
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**Individual Program Learning Outcomes Assessment Planning**
In addition to the assessment of different areas of the curriculum each semester or academic year we collect data on individual program outcomes, discuss the results, and make changes.

Please see:
Review and Measurement of Individual Program Learning Outcomes; and the accompanying reports. (Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring and Fall 2017)

Direct links:
http://ischool.sjsu.edu/about/mlis-program-performance#program

5. **Student Experience**
(PLOs should be described with student-friendly terms. Provide a weblink that points to your PLOs. The weblink should be one-click away on your department/program homepage. Quick links on the right side panel, menu items on the top or side panel, or explicit links on your department/program homepage are one-click away links.)
a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

The PLOs are on our web site:

http://ischool.sjsu.edu/current-students/courses/core-competencies

Look under Programs/Master of Library and Information Science - merely putting the mouse over Master of Library and Information Science brings up the PLOs.

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

- Our Course Cluster Coordination model, Program Advisory Committees, International Advisory Council, and formal curriculum review process constitute a significant component of the School’s approach to curriculum planning and assessment.

- However, 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
  - Employer surveys

Note: All survey data is gathered via Qualtrics

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. PLOs should be evaluated based on direct assessments of learning, not grades earned by students.)

1. We gathered data for the assessment of individual PLOs. For results see section 7 – A.

2. We conducted a review of our career pathways. This involved faculty, Program Advisory Committees, and practitioners. For results see section 7- B.

3. We reviewed MLIS exit data from students graduating – using Qualtrics. We also reviewed trends in data from 2011-2018. For results see section 7 – C.

4. We reviewed alumni survey data – using Qualtrics. For results see section 7 – D.
5. We continued to gather retention data for our three points of retention – after INFO 203, making a B in core classes (which is required), and successfully completing the culminating e-Portfolio. For results see section 7 – E.
6. We reviewed SOTE input from students and made appropriate changes. For results see section 7 – F.

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

**A. Individual Program Learning Outcomes**

Please see:

[Review and Measurement of Individual Program Learning Outcomes](http://ischool.sjsu.edu/about/mlis-program-performance#program); and the accompanying reports: [Assessment of Individual Program Learning Outcomes Reports MLIS. The latest is for Spring and Fall 2017](http://ischool.sjsu.edu/sites/default/files/content_pdf/soi_mlis_report_sp2017_and_f2017.pdf)

**Direct links:**

- [http://ischool.sjsu.edu/about/mlis-program-performance#program](http://ischool.sjsu.edu/about/mlis-program-performance#program)

**Overall Results**
The faculty were pleased with this data and feel we are getting even closer to our overall goal of 90% or better of INFO 289 students who need no or only one revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific PLO guided by rubrics.

We are planning to continue to add one and two-unit courses, as they have enabled students to pick up a variety of skill sets (particularly in the soft skills) while still letting them focus on their main area of interest.

**From Spring 2017 data**

**Discussion:**

**Program Learning Outcome J** - *Describe the fundamental concepts of information-seeking behaviors.* Results continue to fluctuate – see Action and Implementation below for ways that we are addressing this result.

**Program Learning Outcome L** - *Demonstrate understanding of quantitative and qualitative research methods, the ability to design a research project, and the ability to evaluate and synthesize research literature.* Faculty were pleased to see the results holding steady on this PLO and feel that the multiple targeted class offerings have been a success. This is a required class with multiple sections focusing on different topics.
• Very few students take the general applied research methods section. They instead select from historical research, action research, evaluating programs and services, survey research, research in academic libraries, youth services research. Approaching research methods targeted to student’s interests has been a success.

Program Learning Outcome O - Identify ways in which information professionals can contribute to the cultural, economic, educational, and social well-being of our global communities. This is just starting to show up in e-Portfolios. It is a requirement for students who entered the program from Spring 2015 onwards. The data so far is encouraging but too small to draw really useful conclusions.

Action and Implementation:

• We have added extra sections of INFO 254 (Information Literacy and Learning) starting in Spring 2018
• Advisors are encouraging all students to think about information seeking behaviors no matter which environment they are targeting: public or academic library or a corporate environment or an archive.

From Fall 2017 data

Discussion
The faculty were pleased with this data for PLOs A, B, C as it meets our overall goal of 90% or better of INFO 289 students who need no or only one revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific PLO guided by rubrics.

They feel that ensuring that all core competencies (Program Learning Outcomes) are addressed in required core classes has contributed to this.

We have also increased the number of classes focusing on diversity – by adding a 2-unit class on Intercultural Communication and a 1-unit class on Indigenous Librarianship.

Action and Implementation

Although PLO M - demonstrate oral and written communication skills necessary for professional work including collaboration and presentations – met the 90% threshold for first submissions we decided to add a one-unit class on public communication.

We are also adding a class on Augmented/Virtual Reality. The course focuses on developing skills which will help students evaluate these technologies in order to make solution decisions appropriate for their library. It will an attractive course for students and will reinforce PLO N - evaluate programs and services using measurable criteria.

B. Career Pathways Review

All of the career pathways and career environments were reviewed and updated. Teams of faculty, program advisory committee members, our career consultant, and working practitioners worked on
revising language and looking for gaps in the curriculum. As a result of the review, we are adding several new classes to the curriculum:

- Social Crisis Management: The Evolving Role of the Information Professional
- Web Programming Frameworks
- Workflow Assessment and Working with a Technology Team
- Virtual/Augmented Reality
- APIs
- Evidence Based Practice

We also added a new Career Pathway on Data Science based on input to the curriculum from our annual MLIS Skills at Work: A Job Snapshot.

C. Exit Surveys

A few weeks after each semester ends, the School solicits feedback from new graduates through an exit survey. The surveys allow us to assess student satisfaction with the School's curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide us with input regarding student involvement in professional associations and other extracurricular activities, such as the School of Information Student Research Journal and the Library 2.0 Worldwide Virtual Conference series.

Exit survey results are discussed twice a year at faculty retreats and are used to guide program development decisions. We publish a summary of survey results on our website. For direct links please see:

http://ischool.sjsu.edu/programs/mlis/student-profiles
http://ischool.sjsu.edu/about/mlis-program-performance#exit-survey

This year, we also analyzed trends in survey reports: 2011-2017. We found:

Consistent Over the Years

- Majority female (males range from a high of 21% to a low of 10%)
  - Highest percentage age group is 26-30
  - Of all the extracurricular activities listed, highest % are involved in professional association conferences
  - MLIS program strengths: Curriculum, Flexibility, Online Learning Environment, Cost
  - Majority are pleased with their educational experience (never lower than 88% and typically over 90%; it was 92% in Fall 2017)
  - Majority would recommend the MLIS program to others (never lower than 89% and typically over 90%; it was 96% in Fall 2017)

Changes over the Years:

- Students from a country other than the U.S. have slightly increased
- Students from states other than California have increased (50% CA / 50% other states)
- Number of minority students increasing - up to one third
- Unemployment has decreased and full-time employment has increased
- Sharp decline in internships taken (internships are an elective) (80% in 2011 compared to 28% in 2017)
  - However, the data does not include not-for-credit internships that students often pursue
- Students are moving through the program faster. More are completing the program in 3 or fewer years; several are completing in 18 months.
- Field Trips/Tours interest has decreased to single digits (high of 33% in 2011)

D. Alumni Surveys

We collect data from alumni through our annual alumni survey; the most recent was sent in May 2017. This online survey gives our alumni the opportunity to reflect on their LIS education after they have been in the field. Here is a link to the most recent input.

Direct link:  
http://ischool.sjsu.edu/about/mlis-program-performance#alumni

E. Retention results

Every year, we measure student success so we can make changes in the curriculum. We also work closely with Program Advisory Committees to ensure that the curriculum is relevant and connected to the job market.

We monitor retention at three points - after INFO 203, making a B in core classes (which is required), and successfully completing the culminating e-Portfolio. Please see:

http://ischool.sjsu.edu/about/mlis-program-performance#retention

The data shows that the statistics remain fairly constant so we feel that the changes we make in the curriculum are appropriate – and, as an accredited program, it is important to balance retention with standards.

F. SOTE 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):

- Improved navigation of the course site.
- Addition of tools such as Prezi, Powtoon, Voicethread, Flipgrid.
- Streamlining of assignments.
- Inclusion of class activities that provide students with opportunities to network with information professionals in a variety of environments.
- Ensure that assignments are not only US centric.

This year Dr. Hirsh - iSchool Director- prepared a Panopto presentation on SOTES for all faculty.
https://sjsu-ischool.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b78c60e8-90b9-44ce-89f4-33d44a8552d6

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”?)

We continue to push on retention and graduation. The University does not provide a platform for 100% online graduate programs that will help us identify students slipping into the “at risk” category. We had contracted with Copley/Nuro but were unhappy with its platform and support so moved to DropOut Detective that integrates with Canvas.

We now have access to real time information on our students such as: 1) latest login date of each Canvas course site, 2) date of latest assignment submission, and 3) current grade in each course.

Our online Student Support Advisor does regular check-ins during the semester with those deemed at-risk by the system, and with probation students. Also, if an instructor contacts her with concern about one of their students (someone who is MIA or not turning in work), she is able to quickly see how they are doing in all of their classes and make an outreach attempt at just the right time. Students can also be flagged for later follow up.

In the first semester of outreach using the product, we have seen about 25% decrease in Probation 1 (new probation) students.

We would like to increase the number of students taking internships. It is a valuable even for students already employed to experience other environments. We do have a robust internship program (onsite and virtual) but it is an elective as many of our students are already working and plan to continue with their current employers. Also our students are scattered over the country; while we encourage custom internships with local organizations, it is often challenging due to the University Organization Agreement.

Part C
(This part 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.)
9. Program Learning Outcomes
What are your proposed closing-the-loop action items and completion dates?

Describe the progressive changes and the status in the table below.

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update (what's being done and results observed)</th>
<th>Date reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 2017 report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual PLO assessments per schedule above</td>
<td>To see some improvements in Core Competency (PLO) E: design, query, and evaluate information retrieval systems. We reworked some assignments in INFO 202 – the core required class that primarily addresses Comp E - and added classes in Information Architecture; Social Network Analysis and Social Analytics; and a class that focuses on Linux, Python, Data Security, and Networking.</td>
<td>We will review this PLO again in Spring 2018</td>
</tr>
<tr>
<td>Spring 2017-Fall 2017 – review career pathways</td>
<td>Completed (see above)</td>
<td>March 2018 report</td>
</tr>
<tr>
<td>Assess impact of Nuro Retention</td>
<td>See above -moved to DropOut Detective.</td>
<td>March 2018 report</td>
</tr>
<tr>
<td>Continue with annual graduating student and alumni surveys</td>
<td>Done -see above</td>
<td>March 2018 report</td>
</tr>
<tr>
<td>March 2018 Report Changes Planned over the next reporting period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual PLO assessments per schedule above</td>
<td>Over Spring 2018 and Fall 2018 collect data and discuss and implement changes for PLOs DEFGH IJKLO</td>
<td>March 2019</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>Review and discuss along with program learning outcomes. Will be conducted in Spring 2018</td>
<td>March 2019</td>
</tr>
</tbody>
</table>
10. **Program planning action items**

**What is the direct web link to the program’s latest action plan?** (You can find it by selecting the relevant college in Program Records to locate your program.)


**ACTION PLAN FROM PROGRAM REVIEW AND PLANNING**

San Jose State University

College of Applied Sciences and Arts

**Information School**

January 23, 2015

1. **In the next program plan**, provide a single summative statement describing the overall program. Include a unifying plan and a discussion of how the separate programs create synergies for students and faculty. This document should be separate from the individual plans.

**Will be provided in the next program plan**

2. Work with the dean on investigating hiring two tenure track faculty in core areas that are growing and/or losing faculty due to retirement.

**We have hired a tenure track assistant professor in the INFO 202 area (2016); and are hiring a tenure track assistant professor in the INFO 204 area this year (the search failed last year)**

3. Investigate low graduation rates in relation to college and university norms. Determine alternate ways to report data in a more disaggregated format, e.g. full time vs part time grad rates, number of units required to complete degree, etc.

**See implementation of DropOut Detective - above.**

4. Improve low third year retention rates bringing them in alignment with college and university norms.

**Continuing to work on this as much as possible. But we have to face realities. Students take a fully online masters program because they have busy lives - jobs (often full time) and families. 87% of the Fall 2017 graduates reported working full or part time; 63% of respondents worked full time at the time of their graduation.**
Our latest data shows:
- 70% of students in the Fall 2017 survey graduated in 3 years or less. No change from the previous survey.
- 92% completed the degree within 4 years (rounded). That number was 83% in the previous survey and before that 86% and 75%.
- In the Fall 2017 survey, 3% completed the degree in 1.5 years. That rate was 5% in the previous two surveys.

5. Continue efforts with faculty to discuss and change as necessary the curriculum of the MARA program and address the needs of the different types of students in the program. Students already working in the field would like the curriculum to have more hands-on components, especially involving specific software applications. Students not yet working in the field are more receptive to discussions of theory.

Reported on in the MARA Assessment Report

6. Increase participating in SJSU- and CSU- wide recruitment events to attract additional qualified students.

The School has participated in graduate recruitment events held on campus by GAPE; also in the virtual recruitment fair organized by the CSU. It has also participated in community college recruitment events held by CASA; and advertised in the Spartan Daily.

7. Find solutions regarding the federal mandate on Reciprocal State Agreements. Work with CIES to help facilitate this process.

The School is authorized in all states except for Alabama, Arkansas, Georgia, Maryland (paperwork submitted), and Minnesota. We have worked closely with CIES and hope to be authorized in all states very soon.

8. Investigate the creation of additional certificates (may be stackable) to meet industry needs.

There has been a move away from certificates in the professional disciplines. This does not seem a good direction for the school. We are in the process of bringing up a new Master’s degree in Informatics.

9. Next Program Review should begin around completion of the next professional accreditation review or Fall 2020.

Next re-accreditation is in 2021
Describe the action items and the status in the table below.

<table>
<thead>
<tr>
<th>Action item description</th>
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<tr>
<td>MARA Curriculum</td>
<td>Reported in the MARA assessment plan.</td>
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Last updated: May 31, 2017 by Chris Tseng