

School of Information MARA Program Assessment Report

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Degree Program(s):	Master of Archives and Records Administration (MARA)	Department:	School of Information
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ARCHIVAL INFORMATION

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Completion of Goals set in 2014 Assessment Report

Goal #1: *Reduce the average number of times 2015 MARA 289 students submit their statements for Core Competency A to less than the 2014 average of 2.28 times. Outcome: Accomplished.*

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)

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 (i.e., MARA 200 where assignments are provided to help students achieve core competency A and MARA 289 where students are asked to submit a statement and evidence explaining how they have mastered the core competency).

Spring 2014 students enrolled in MARA 289 were asked to submit Core Competency A before the remaining core competencies. Competency A was submitted an average of 2.28 times.

In order to test the hypothesis that the high score resulted in part from the fact that the MARA 200 competency statement was written first and students faced the additional challenge of learning how to write the competency statements, the MARA 289 instructor was asked to change the order in which the

students wrote their competency statements. In 2015, students submitted at least 6 core competency statements before the statement for Core Competency A. The result was a reduction in the average number of submissions for Core Competency A from 2.28 in 2014 to 1.46 in 2015.

Goal #2: *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.*

As shown in Table 1, the two core competencies, A and B that were above an average of 2.0 in 2014 were reduced to less than 2 by 2015.

Table 1: Average number of submissions of Core Competency statements in Spring 2014 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

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.

Although all submissions were under 2.0 on average, Core Competency B was one of the two most challenging for students in 2014 and the one with the highest number of submissions in 2015. MARA 200 is the only course designed to support this core competency. Therefore, in addition to evaluating the assignments in this course during the 2015-2016 academic year, consideration will be given to whether one or more assignments can be infused in other required MARA courses to also support Core Competency B.

Detailed analysis of the competency statements submitted in spring 2015 can be found in Appendix A

Goal #3: *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.*

J. Identify ways in which archivists and records managers can contribute to the cultural, economic, educational, and social well-being of our global communities (effective for inclusion in e-Portfolios for Spring 2015 admits and forward).

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 consideration will be given to assignments for other courses that might be modified to support this new competency.

Specific Courses Reviewed During 2014-2015

In addition to steps taken to achieve the goals above, two courses were analyzed: MARA 285, *Research Methods in Archives and Records Management* and MARA 210, *Records Creation, Appraisal, and Retention*.

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 2014. 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*. A comparison of the grades earned on this assignment from 2011 through 2014 is shown in Table 2.

Table 2: Comparison of grades earned on Final Research Proposal Assignment in MARA 285.

Term	A	B	C	D	F	No Grade
Fall 2014	17 (94.4%)					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. However, the grade distribution has not varied significantly over the years. In addition, the MARA 289, e-Portfolio statements for Core Competency I, supported by this assignment, were submitted satisfactorily by 7 of 7 students (submitted an average of 1.41 times) in spring 2014 and 13 of 13 students (submitted an average of 1.53 times) in 2014.

One recommendation for consideration is to include an assignment on conducting research for publishing a journal article or proposal to present at a professional conference. This conversation will continue over summer 2015 to determine if the assignment should be included in the fall 2015 offering of the course.

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 and 2014. Data for spring 2015 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.

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 are shown in Table 3.

Table 3: Comparison of grades earned on Records Retention assignments in MARA 210.

Term	A	B	C	D	F	No Grade
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

MARA 210 covers the first phase of the records management lifecycle. After evaluating the success of students in the course, the assignments covered, and the main focus of the course, it was decided that the course and assignments were appropriate. However, MARA 211, Records Access, Storage and Retrieval, a course that addresses the next phase of the records management lifecycle, should be analyzed in 2015-2016 to ensure that there is no duplication of content.

Additional Changes Made to the MARA Program During 2014-2015

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 [MARA 2014 Jobs Analysis Report](#) 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 2014-2015:

- A. A new course was developed as a required MARA 284 topic for all students: *Enterprise Content Management and Digital Preservation*. This course will be offered for the first time in fall 2015 and provide hands-on activities using both a content management system (SharePoint) and a digital preservation system (Preservica).
- B. MARA 293, Professional Projects was removed from the curriculum.
- C. MARA 295, Organizational Consulting Project was reduced from being offered twice for a maximum of six units of credit to being offered once for a maximum of three credits.
- D. MARA 284 was changed from repeatable twice for a maximum of six credits to repeatable up to 12 credits (regardless of the number of courses required to reach the 12 credits). This will allow for the development to of one-credit MARA courses during 2015-2016.
- E. The three MLIS electives were revised to allow students to take three MLIS or MARA elective courses (total of 9 credits).

- F. In Fall 2014, the School of Information implemented a [required recorded content component](#) for all courses in response to a student survey indicating that students enjoyed hearing faculty voices. Each faculty member included one or more of the following types of recorded (video or audio) content for each week's topic or for each module (with captioning):
- a. Introduction to weekly/unit content and activities
 - b. Announcements
 - c. Regular updates (weekly/unit)
 - d. Responses to assignments or discussions
 - e. Short lectures

The changes described in A-E above are reflected in the [course rotation schedule](#) for students entering the program in Fall 2015.

Plans for 2015-2016

During 2015-2016, we will:

- Implement a systematic approach to evaluate the entire program on a three-year cycle:
 - Year 1 (2015-2016), we will review the new student technology workshop and five core courses (MARA 200, 204, 210, 211, and 285).
 - 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.
- Review all assignments related to core competency B: *Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use*. MARA 200 is the only course designed to support this core competency. Therefore, in addition to evaluating the assignments in this course, consideration will be given to whether one or more assignments are now or can be infused in other required MARA courses.
- Develop one or more one-credit courses to complement the current courses. Among the numerous and varied topics discussed with the MARA Program Advisory Committee were Content Analytics, Information Architecture, and Green Archives & Records Management.

Appendix A

MARA Core Comp (Program Learning Outcome) Assignment Achievement Reporting Form

Faculty: Lisa Marie Daulby

Course #/Title: ADVANCED TOPICS IN ARCHIVES AND RECORDS ADMINISTRATION (EPORTFOLIO)

Number of Students Enrolled Start of Course: 14

Number of Students Still Enrolled: 13

Student Achievement (complete the table below):

Core Comp Letter (PLO) (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=13 The group of 13 students submitted competency A an average of 1.46 times before it was accepted as satisfactory.		
B	Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use	Satisfactory Completion =13 The group of 13 students submitted competency B an average of 1.61 times before it was accepted as satisfactory.		
C	Understand the evolution of information recordkeeping systems in response to technological change	Satisfactory Completion =13 The group of 13 students submitted competency C an average of 1.53 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 =13 The group of 13 students submitted competency D an average of 1.46 times before it was accepted as satisfactory.		

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	Satisfactory Completion =13 The group of 13 students submitted competency E an average of 1.23 times before it was accepted as satisfactory.
F	Apply fundamental management theories and principles to the administration of records and recordkeeping organizations	Satisfactory Completion= 13 The group of 13 students submitted competency F an average of 1.46 times before it was accepted as satisfactory.
F	Apply fundamental management theories and principles to the administration of records and recordkeeping organizations	Satisfactory Completion =13 The group of 13 students submitted competency F an average of 1.46 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 =13 The group of 13 students submitted competency G an average of 1.38 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 =13 The group of 13 students submitted competency H an average of 1.53 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 =13 The group of 13 students submitted competency A an average of 1.53 times before it was accepted as satisfactory.

Handbook:

<https://ischool.sjsu.edu/programs/mara/eportfolio-handbook>

Rubric:

http://ischool.sjsu.edu/sites/default/files/content_imgs/mara_289_rubric_2-5.pdf