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 Archives and Records Administration (MARA). The MARA is a graduate only program with 100% of its students in special session. It is delivered 100% online.

**College:** CASA

**Program Website:** [http://ischool.sjsu.edu](http://ischool.sjsu.edu)
Please note: All assessment information is on our program performance page. [http://ischool.sjsu.edu/about/mara-program-performance](http://ischool.sjsu.edu/about/mara-program-performance)

**Link to Program Learning Outcomes (PLOs) on program website:** [http://ischool.sjsu.edu/programs/mara/mara-core-competencies](http://ischool.sjsu.edu/programs/mara/mara-core-competencies)

**Program Accreditation (if any):** N/A

**Contact Person and Email:**
Dr. Sandy Hirsh ([Sandy.Hirsh@sjsu.edu](mailto:Sandy.Hirsh@sjsu.edu)); Dr. Patricia C Franks ([patricia.franks@sjsu.edu](mailto:patricia.franks@sjsu.edu))

**Date of Report:** 1\(^{st}\) 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/programs/mara/mara-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 42-unit MARA program has 30 units of required courses, 3 units that must be a MARA Organizational Consulting Project or Professional Experience (unless a substitution is approved) and 9 units of INFO or MARA electives. All students must take eleven MARA classes (the links will take you to the course descriptions):

- MARA 200 – The Record and the Recordkeeping Professions
- MARA 204 – Management of Records and Archival Institutions
- MARA 210 – Records Creation, Appraisal and Retention
- MARA 211 – Records Access, Storage and Retrieval
- MARA 249 – Electronic Recordkeeping Systems and Issues in Electronic Recordkeeping
- MARA 283 – Enterprise Content Management and Digital Preservation
- MARA 284 – Seminar in Archives and Records Management*
- MARA 285 – Research Methods in Records Management and Archival Science
- MARA 289 – Advanced Topics in Archives and Records Administration (ePortfolio)
- MARA 294 – Professional Experience: Internships
- MARA 295 – Organizational Consulting Project**

*MARA 284 will be taken two times, with different content--currently the topic Information Governance is offered in the fall and Information Assurance in the spring.

**MARA students will take MARA 294, unless they petition the MARA coordinator and receive
permission to substitute MARA 295 or an MLIS/MARA elective instead.

All program learning outcomes are addressed by the time a student completes these required courses. See syllabi for all MARA courses.

Students must also earn nine units of credits selected from a wide choice of INFO or MARA courses. The INFO electives must be from a pre-approved INFO list recommended by MARA faculty and approved by the MARA Program Advisory Committee. The electives reinforce the program learning outcomes (competencies) addressed in MARA required courses.

- As instructors plan their classes and develop their syllabi, they, in collaboration with the Program Coordinator, 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 MARA Program Coordinator.

- 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 first the MARA program coordinator and then 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://ischool.sjsu.edu/programs/mara/mara-core-competencies
For alignment of courses to CLOs and PLOs (core competencies) please see: 
http://ischoolapps.sjsu.edu/slo-core/mara.php

4. Planning – Assessment Schedule

Overall Planning for Assessment
The MARA Program Coordinator is responsible for curriculum development and review with input from MARA faculty and feedback from the MARA Program Advisory Committee (composed of practitioners) and the International Advisory Council (composed of leaders in our profession). The MARA Program has been continually reviewed and modified since its launch in fall 2008. Our approach includes assessment of PLOs in two ways: 1) as described through the interpretation of core competency statements (PLOs) and supporting evidence presented by students in MARA 289, ePortfolio, which is offered each fall and spring, and 2) as supported through courses reviewed according to the planning table shown in Table 1.

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 the MARA Program Advisory Committee and the International Advisory Council.

Table 1 provides an overview of our curriculum review cycle. All of the reviews through Fall 2017 will have been completed by March 2018.

Table 1: Curriculum Review Cycle

<table>
<thead>
<tr>
<th>Action Items since first overall review in summer 2014</th>
<th>PLOs Assessed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Review Cycle: Fall 2015 – Fall 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review MARA courses: 200, 204, 210, 211, and 285</td>
<td>All, A-J</td>
<td>Fall 2015 Spring 2016</td>
</tr>
<tr>
<td>Review Culminating Experiences: MARA 289, 294, 295</td>
<td>All, A-J</td>
<td>Fall 2016 Spring 2017</td>
</tr>
<tr>
<td>Review MARA courses: 249, 283</td>
<td>C, D, E, H</td>
<td>Fall 2017 Spring 2018</td>
</tr>
<tr>
<td>Review Advanced Topics taught as MARA 284: Seminar and Archives and Records Management: Information Assurance (Spring 2017) and Information Governance (Fall 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review MARA one credit courses offered Summer 2017 as MARA 284 topics: Ethics for Archivists and Records and Information Professionals; Fall 2017: Digital Forensics; Spring 2018: Advocacy &amp; the Prof. Image of Archives &amp; Archivists in Popular Culture.</td>
<td>Digital Forensics: A, D, G Ethics: A &amp; G Advocacy: A, B, J</td>
<td>Fall 2018 Spring 2019</td>
</tr>
<tr>
<td>5-year Review of MARA Program (1st one summer-fall 2014)</td>
<td>All</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Next Review Cycle: Fall 2019 – Fall 2023 (repeat cycle above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individual Program Learning Outcomes Assessment Planning

In addition to the assessment of different areas of the curriculum each semester we collect data on individual program outcomes for each course taught each term, discuss the results, and make changes if necessary.

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

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

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/programs/mara/mara-core-competencies

On the School of Information main web page, look under Programs/Master of Archives and Records Administration/MARA Core Competencies to bring 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 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. The MARA student assistant provides input to the advisory board on behalf of MARA students through an in-person or video presentation twice a year based on informal polls taken in the MARA Advisement site, such as a questionnaire on professional certification which feed into the decision to partner with the Institute of Certified Records Managers to ensure our curriculum supported their goals and that students received recognition for completion of the program with credit for five parts of a six-part certifying exam. See: http://ischool.sjsu.edu/programs/master-archives-records-administration-mara/cra-and-crm-certifications
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 the courses that comprise the MARA program. This involved faculty, Program Advisory Committees, and practitioners (ex. members of the Institute of Certified Records Managers). For results [see section 7 – B](#).

3. We reviewed MARA exit data from students graduating – using Qualtrics. We also reviewed trends in data from 2014-2018 for the MARA program. 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 two points of retention: 1) after successfully completing MARA 200 and/or MARA 204 if entering the program in the fall or MARA 210 if entering the program in the spring, and 2) after 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/mara-program-performance) 
- and the accompanying reports: (Assessment of Individual Program Learning Outcomes Reports MARA. The latest is for [Spring and Fall 2017](http://ischool.sjsu.edu/sites/default/files/content imgs/col_images/soi_mara_program_assessment_report_march-1-2018_0.pdf))

**Direct links:**

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

**Overall Results**

The faculty were pleased with the historic data related to our goals. We are close to achieving an average of 2.0 or fewer submissions for each of the ten MARA Core Competencies each term. This translates to zero or one revision for each Statement of Competency, the essay in which they demonstrate achievement of a specific PLO guided by rubrics.

However, the fact that the overall score increased in fall 2017 to slightly over 2.0 is an indication that further steps need to be taken to determine the reasons and take action to ensure this is not the beginning of a trend. Scores for students in the spring 2018 and fall 2017 classes will be made immediately after the end of the spring term.

We will continue adding 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. This also provides the students additional assignments from which to select evidence to demonstrate mastery of the 10 MARA core competencies (PLOs).

**From Spring 2017 data**

**Program Learning Outcome 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)*

**Discussion**

We are pleased to see students begin to develop essays and provide evidence that they have achieved mastery of Competency J, the most recent competency to be added.
Action, Implementation, and Results
In addition to modifying MARA 200 assignments to support this competency, an assignment has been added to MARA 283 in partial support of this competency. Whether the students use evidence from assignments in MARA 283 (taught only in the fall) will be tracked this spring (2018) in the e-Portfolio course and analyzed in Fall 2018.

Evaluation of Courses according to Curriculum Review Cycle (Table 1)
In addition to reviewing the competency statements each course supports based upon competency statements submitted by students in MARA 289 in fall and spring, a review of each course is undertaken at the end of each semester. According to the Curriculum Review Cycle (Table 1), the following Core Competencies—C, D, E, and H—were scheduled for evaluation during the fall 2017-spring 2018 academic year. Therefore, the following courses that support those Core Competencies were paid special attention: MARA 249, MARA 283, MARA 284-topic: Information Assurance, and MARA 284-topic: Information Governance. These reviews involved input from the instructor, MARA program coordinator, and students related to the course content, core competencies, assignments, and grades earned as indicators of student success.

Because MARA 249 and MARA 284 – Information Assurance topic are offered each Spring, an analysis of these courses taught in Spring 2017 was conducted during the Fall 2017.

MARA 249 - Electronic Recordkeeping Systems and Issues in Electronic Recordkeeping

Discussion: Twenty-one students began and completed this course, which supports Core Competencies (PLOs) C, D, E, and H. Of 21 students, 19 earned a B or better on the Competency C assignment; 16 earned a B or better on the Competency D assignment; 20 earned a B or better on Competency E; and 20 earned a B or better on the Competency H assignment.

Action, Implementation, Results: Students perform extremely well in this course, however, it is clear they had more difficulty with the assignment related to competency D—Electronic Records / Information Management System Selection and Implementation Assignment / Case Study—than with the other assignments. A comparison of this fact with the score for Core Competency D results in MARA 289 (consistently between 1 and 1.73) suggests the problem may be related to the specific assignment and not the core competency. As a result, the instructor has modified the instructions for the assignment that supports Competency D for Spring 2018. A comparison of student results from Spring 2017 will be made to those of Spring 2018 at the end of the term.

MARA 284 – Seminar in Archives and Records Management, topic: Information Assurance

Discussion: Fourteen students began and completed this course. The course supports the following Core Competencies (PLOs): D, G, and H. Thirteen of the fourteen students earned a B or better on the assignments that support each core competency. Only one student did not.

Action, Implementation, Results: Based on this analysis, no changes were made for Spring 2018.
From Fall 2017 data

Because MARA 283 and MARA 284, topic: Information Governance, are offered in the fall, reviews of both courses offered in fall 2017 were completed early in Spring 2018.

MARA 283 – Enterprise Content Management and Digital Preservation

Discussion: Nineteen students began and completed this course, which supports core competencies (PLOs) D, E, and H. All but one assignment submitted by one student earned a score of B or better.

Action, Implementation, Results: The students performed extremely well in this course. As a result of the analysis, no changes were made for Fall 2018.

MARA 284 – Seminar in Archives and Records Management, topic: Information Governance

Discussion: Six of six students began and completed the course, which supports Core Competencies (PLOs): E, G, and H. All students achieved a B or better on the two assignments that support Core Competency (PLO) E. Only one student failed to receive a B or better on one of the three assignments that support Core Competency (PLO) G. Only one student failed to receive a B or better on one of the two assignments that support Core Competency (PLO) H.

Action, Implementation, Results: The students performed extremely well in this course. As a result of the analysis, no changes were made for Fall 2018.

B. Exit Surveys

A few weeks after the end of the semester, 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 Virtual Center for Archives and Records Administration (VCARA).

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/about/mara-program-performance#exit-survey

This year we also analyzed trends in survey reports: 2014-2017. We found the following:

Consistent Over the Years
- Majority female (males range from a high of 33% to a low of 0%)
- Highest percentage age group is 26-30
- Of all the extracurricular activities listed, highest % attend MARA Guest Lectures (iSchool webinars) followed by attendance at professional association conferences
- MARA program strengths: Curriculum, Flexibility, Faculty, Online Learning Environment, Cost
- Majority are pleased with their educational experience (100% good or very good since 2015)
- Majority would recommend the MARA program to others (100% since 2015)

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)
- Unemployment has decreased and full-time employment has increased
- Students are moving through the program faster than they had previously.

C. 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/mara-program-performance#Alumni

D. 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 two points - after their first semester in the program and upon successfully completing the culminating e-Portfolio. Please see:

http://ischool.sjsu.edu/about/mara-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.

E. 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 MARA centric.

This year Dr. Hirsh - iSchool Director - prepared a Panopto presentation on SOTES for all faculty. [Link](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 a 25% decrease in Probation 1 (new probation) students.

We would like to reduce the number of students requesting waivers from engaging in internships or completing an Organizational Consulting Project. It is valuable, even for students already employed, to experience other environments, whether within other organizations (internships) or other areas of responsibility within their own organizations (organizational consulting projects). We do have a robust internship program (onsite and virtual), and either an Internship or Organizational Consulting Project is required unless a student applies for and receives permission to take another 3-credit course. However, we have seen an increase in requests for permission to make such substitutions in recent years. Reasons given when students seek permission to substitute an elective course for an Internship or Organizational Consulting Project are:
• Students are scattered over the country; while we encourage custom internships with local organizations, it is often challenging due to the University Organization Agreement.
• Many students are already working and plan to continue with their current employers so they do not feel internships would provide value to them personally.
• The option to participate in an Internship or Organizational Consulting Project is offered during the spring only. Students taking more or fewer than two courses each fall and spring according to our recommended rotation schedule seek the additional flexibility in scheduling that taking a substitute course provides since it can be taken fall, spring, or summer.
• Some students receive reimbursement from employers who will not reimburse for an internship or organizational consulting project.

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>As of fall 2016, on average students were able to submit all core competency (PLO) statements and supporting evidence either once or twice (one revision). We were satisfied with the results and made no changes. Unfortunately, the average for three students completing their e-Portfolios in fall 2018 rose above 2.0.</td>
<td>We will review this PLO again after the e-Portfolios are completed in Spring 2018</td>
</tr>
<tr>
<td>Spring 2017-review MARA 249—change in instructions for assignment to support Core Competency D. MARA 284-Information Assurance</td>
<td>No changes recommended.</td>
<td>March 2018 report</td>
</tr>
<tr>
<td>Fall 2017-review MARA 283, 284-Information Governance, MARA 289</td>
<td>No changes recommended.</td>
<td>March 2018 report</td>
</tr>
<tr>
<td>Timeframe review pattern</td>
<td>A review of the courses scheduled for 2017-2018 has been completed.</td>
<td>March 2018 report</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>-------------------</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 annual graduate student and alumni surveys</td>
<td>Done - see above</td>
<td>March 2018 report</td>
</tr>
</tbody>
</table>

**March 2018 Report**

**Changes Planned over the next reporting period**

<table>
<thead>
<tr>
<th>Culminating Experience</th>
<th>Review and discuss along with program learning outcomes. Will be conducted at the end of each term (fall and spring).</th>
<th>March 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual PLO assessments based on fall 2017 core competency statement results</td>
<td>Over Spring 2018 and Fall 2018 collect data and discuss and implement changes for PLOs A and G (competency statements submitted 2.67 times)</td>
<td>March 2019</td>
</tr>
<tr>
<td>Review one credit courses according to Curriculum Review Cycle</td>
<td>Over Spring, Summer, and Fall 2018, collect data and discuss and implement changes for three one-credit courses: Digital Forensics: A, D, G Ethics: A &amp; G Advocacy: A, B, J Health Information Management: D &amp; H</td>
<td>March 2019</td>
</tr>
<tr>
<td>Explore additional internship opportunities</td>
<td>Over spring and fall 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 – related to the MARA program

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.
   See MLIS Annual Program Assessment Report.

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 MLIS Annual Program Assessment Report.

4. Improve low third year retention rates bringing them in alignment with college and university norms.
   MARA Specific: Strive to maintain high retention rates as much as possible. However, individual circumstances will produce fluctuations in retention/completion rates, since students take a fully online masters program because they have busy lives -jobs (often full time) and families. 100% of the MARA Fall 2017 graduates reported working full or part time.

   Data gathered from the MARA Fall 2017 graduates shows:
   • 100% of respondents worked full time at the time of their graduation (up from 67% for Spring 2017 graduates).
• 100% of students in the Fall 2017 survey graduated within 3 ½ years (up from 100% within 3 years for Spring 2017 graduates).

See also MLIS Annual Program Assessment Report.

5. Continue efforts with faculty to discuss and change as necessary to 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. **MARA Specific:** A 3-credit course, MARA 283, was added in Fall 2016 that introduces two software platforms: Microsoft Office 365/SharePoint online and Preservica (for Digital Preservation).

In fall 2017, a one-credit course was introduced that introduced students to BitCurator software to extract, analyze, and report on features of interest in text extracted from born-digital materials contained in collections.

Additional opportunities to offer hands-on activities will be pursued.

6. Increase participating in SJSU- and CSU- wide recruitment events to attract additional qualified students. **See MLIS Annual Program Assessment Report.**

7. Find solutions regarding the federal mandate on Reciprocal State Agreements. Work with CIES to help facilitate this process. **See MLIS Annual Program Assessment Report.**

8. Investigate the creation of additional certificates (may be stackable) to meet industry needs. **MARA Specific:** The MARA program partnered with the Institute of Certified Records Managers. As a result, MARA graduates receive credit for 5 parts of a 6 part examination and can immediately become a Certified Records Analyst (CRA) if they also take either our Internship or Organizational Consulting project or have one year of outside experience in the field. They will also be on the fast track for obtaining the Certified Records Manager (CRM) designation, since they will need only sit for part 6 of the examination for that designation. To date, 16 graduates from spring 2016 through Spring 2017 have taken advantage of this opportunity. **See also the MLIS Annual Program Assessment Report.**

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>
<th>Status Update (what's being done and results observed)</th>
<th>Date reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to attract part-time faculty to teach seminar courses that help students develop soft skills or that introduce them to emerging concept and technologies.</td>
<td>We have introduced one-credit courses, 2 that cover soft skills such as ethics and advocacy. A third one-credit course introduced students to digital forensics with a hands-on assignment using BitCurator (software to extract, analyze, and produce reports on text extracted from born digital materials).</td>
<td>March 2018</td>
</tr>
<tr>
<td>Improve graduation rates</td>
<td>We have implemented DropOut Detective. In the first semester of outreach using the product, we have seen about 25% decrease in Probation 1 (new probation) students.</td>
<td>March 2018</td>
</tr>
<tr>
<td>Improve low third year retention rates</td>
<td>Continuing to work on this as much as possible. But we have to face realities. Students take a fully online master’s program because they have busy lives-jobs (often full time) and families. 100% of the Fall 2017 MARA graduates reported working full or part time; 100% of respondents worked full time at the time of their graduation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Our latest data shows 100% of students in the Fall 2017 survey graduated in 3.5 years or less. Up .5 years from previous survey.</td>
<td>March 2018</td>
</tr>
<tr>
<td></td>
<td>• In fall 2017, 33% completed their degree within 2.5 years and 67% within 3.5 years. This is up from 33% within 2 years and 67% within 3 years from the previous survey. However, it is a marked improvement over Spring 2016 when 50% of the graduates completed within 4 years.</td>
<td></td>
</tr>
<tr>
<td>Increase participating in SJSU- and CSU-wide recruitment events</td>
<td>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.</td>
<td>March 2018</td>
</tr>
<tr>
<td>Find solutions regarding the federal mandate on Reciprocal State Agreements</td>
<td>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.</td>
<td>March 2018</td>
</tr>
<tr>
<td>Investigate additional certificates</td>
<td>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.</td>
<td>March 2018</td>
</tr>
<tr>
<td>Partner with Professional Certifying bodies to obtain recognition for the courses students complete in the MARA program.</td>
<td>We have partnered with the Institute of Certified Records Managers in Spring 2017. As a result, MARA graduates receive credit for 5 parts of a 6 part examination and can immediately become a Certified Records Analyst (CRA) if they also take either our Internship or Organizational Consulting project or have one year of outside experience in the field. They will also be on the fast track for obtaining the Certified Records Manager (CRM) designation, since they will need only sit for part 6 of the examination for that designation. To date, 16 graduates from spring 2016 through Spring 2017 have taken advantage of this opportunity. We will continue to seek additional opportunities to partner with professional associations to benefit our students.</td>
<td>March 2018</td>
</tr>
<tr>
<td>MARA Curriculum</td>
<td>Reported in the MARA assessment plan</td>
<td></td>
</tr>
</tbody>
</table>

Last updated: May 31, 2017 by Chris Tseng