PROGRAM INFORMATION

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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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Closing the Loop on new initiatives implemented during 2015-2016

From the 2015-2016 report:

As part of the 2015-2016 review of MARA 200, data was gathered and evaluated during the summer of 2016 to compare the core competencies to the major assignments in the course and make revisions where necessary.

Actions taken: A review was made and it was determined that changes to the assignments were not necessary. However, the instructions in the MARA 289 Canvas course were revised to better explain desired outcomes for Competency Statement A. Results: The average number of times Competency Statement A was submitted in the fall of 2016 by 9 students enrolled in MARA 289 was 1.89, the lowest since spring 2015 (when students were allowed 1 'free' review before the count began) and below the 2.0 goal for all competency statements.

From the 2015-2016 report:

Use Spring 2016 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, because the instructor evaluating the work previous to that provided 1 'free' evaluation before the count began on the number of submissions. This means the student should make either no revisions or one revision to their competency statement before it is approved. Outcome: Accomplished for fall 2016.

Actions taken/to be taken: The same instructor supervised the fall 2016 course as had supervised the spring 2016 course. The average number of submissions was below 2 for each of the core competencies. Additional information was provided in the Canvas course, but no changes have been made to the handbook or rubrics.   This course will continue to be monitored closely each semester.

From the 2014-2015 and 2015-2016 reports:
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.

Actions taken: A discussion topic was added to MARA 200 to support this competency in fall 2015, and one major assignment was added to the MARA 200 course for fall 2016. In addition, one assignment was added to the MARA 283 course to partially support this competency. Only students who began the program prior to spring 2015 were enrolled in MARA 289, so performance based on Core Competency J has not yet been evaluated.

The 2016-2017 Review Cycle

The 2015-2016 Program Assessment from May 2016 identified 6 initiatives for the 2016-2017 academic year. Some of the work was accomplished during the fall 2016 term, but the remainder of the activities will continue through spring 2017. The initiatives are summarized below:
1. Review the three culminating experiences: MARA 294, MARA 295, and MARA 289.
2. Review core competencies A, B, E, and G, including supporting assignments and the MARA 289 rubric used to evaluate them.
3. Add an ePortfolio/Core Competency module to the MARA Program Technology Workshop in Canvas.
4. Add an ePortfolio/Core Competency module to the MARA advising site in Canvas.
5. Modify the matrix used to map core competencies used for internal evaluation to indicate whether the course fully or partially supports the competency.
6. Develop three one-credit MARA courses and begin offering them in spring 2017.

Initiative 1: Review the three culminating experiences: MARA 294, MARA 295, and MARA 289.

MARA 294, Professional Experience: Internship

This course is offered each spring term and supports MARA Core Competencies (PLOs) D, E, and F. Assignments vary across internship sites. Students develop their own Student Learning Outcomes (SLOs) in consultation with the Internship Site Supervisor and the Instructor for the course. Grading is on a Credit/No Credit basis. Students are supervised by a MARA instructor and expected to participate in weekly discussions, reflect on their experiences by maintaining a blog, and complete a final report explaining how their student learning outcomes were achieved. An online MARA 294 handbook provides details for students preparing to take the course. Students are provided an orientation to the course in the fall semester so that they can obtain internship placements for spring. Table 1 provides an overview of the completion statistics for MARA 294 from the first time it was offered in Spring 2011 through Spring 2016. Seven students are enrolled in MARA 294 for spring 2017. See Appendix B for the MARA Core Competency/Assignment Achievement Reporting Form for the spring 2016 course.

Table 1: Grades earned for Completion of MARA 294: Professional Experience: Internships.

Term	Core Comp	Credit (CR)	Non Credit (CR)
Spring 2016	D, E, F – Project Report, Blogs, Discussions	10	0
Spring 2015	D, E, F – Project Report, Blogs, Discussions	17	0
Spring 2014	D, E, F – Project Report, Blogs, Discussions	7	0
Spring 2013	D, E, F – Project Report, Blogs, Discussions	10	1
Spring 2012	D, E, F – Project Report, Blogs, Discussions	4	0
Spring 2011	D, E, F – Project Report, Blogs, Discussions	1	0

Results of the analysis of the completion rates for students taking MARA 294, Professional Experience: Internships reveal only one of the 40 students who have participated since spring 2011 has not completed the course successfully. The results of the review of successful completions do not tell the entire story.

Findings from a review of the internship enrollment over time and feedback to Internship/OCP supervisor:
1. There has been a drop in the number of internship sites available in the iSchool Internship database as a result of the University-wide insurance contract requirement. MARA students report difficulty in identifying approved internship sites.
2. Students must start the internship no sooner than 2 weeks before the beginning of the

spring term and work approximately 9 hours a week through the last week of the term. Some students report difficulty in locating internship experiences that allow them to work during these weeks.

3. In a few cases students reported their employer, who had been providing tuition assistance, refused to do so unless the student was enrolled in a lecture course and not one that provided practical experience in the workplace.

Results of challenges cited above:

1. A few students have opted to participate in the internship opportunity for special studies credit (INFO 298), which requires some flexibility in start and end dates. This increases enrollment in INFO 298 and allows students to obtain workplace experience. However, it does not address the issue of MARA 294 enrollment.
2. Students accept internship experiences that do not qualify for credit. This allows students to obtain workplace experience but dos not address the issue of MARA 294.
3. A modification to the course requirements for MARA 294/295 was put in place allow students to petition on an individual basis for a pre-approved MLIS elective or a MARA elective to substitute for the MARA 294/295 requirement. This enables the students to maintain their tuition assistance and gain new knowledge and skills, but it does not address the issue of the MARA 294/295 requirement.

Action taken: The review of this course started in fall 2016 and will continue through this spring 2017 term. Consideration of the feasibility of reinstating the MARA 293 Projects course as an alternative to INFO 298—or the creation of a MARA 298—will be discussed at the spring 2017 Program Advisory Committee meeting. Both options, MARA 293 and MARA 298 would require supervision by a MARA instructor; INFO 298 does not.

MARA 295, Organizational Consulting Project (OCP)

This course is offered as an alternative to MARA 294, Professional Experience: Internship for students who have positions in the field of archives or records management and are in a position to conduct an organizational consulting project at their place of employment. The same instructor who supervises MARA 294, Internship supervises the students in MARA 295, Organizational Consulting Project. Students are graded on a Credit/No Credit basis. The online Organizational Consulting Project handbook provides details, and students are provided an overview of the course in the fall prior to the semester in which they will participate in the course. A summary of the achievement of Competencies D, E, and F are shown in Table 2. One student is enrolled in MARA 295 for spring 2017. See Appendix C for the MARA Core

Competency/Assignment Achievement Reporting Form for the spring 2016 course.

Table 2: Grades earned for Completion of MARA 295: Organizational Consulting Project (OCP)

Term	Core Comp	Credit	No Credit
Spring 2016	D, E, F – Project Report, Blogs, Discussions	2	0
Spring 2015	D, E, F – Project Report, Blogs, Discussions	1	0
Spring 2014	D, E, F – Project Report, Blogs, Discussions	1	0
Spring 2013	D, E, F – Project Report, Blogs, Discussions	3	0
Spring 2012	D, E, F – Project Report, Blogs, Discussions	1	0
Spring 2011	D, E, F – Project Report, Blogs, Discussions	4	0

The report shows that all 12 students who enrolled in MARA 295, Organizational Consulting Project, successfully completed their projects.

Discussion: This is an attractive option for students with experience in archives and/or records management who can engage in an advanced project at their place of employment. The numbers are expected to remain low, since even those with experience may not be able to identify a suitable OCP at their place of employment.

Action taken: A review of this course began in fall 2016 and will continue thorough spring 2017 in concert with the review of MARA 294. The concern is not the learning outcomes achieved but the question of whether the option of 294/295 should be continued, MARA 293 should be reinstated, a new MARA 298 course should be developed, or both courses should be replaced with a new, required lecture course. This will be a topic of discussion at the spring Program Advisory Committee meeting.

MARA 289--Assessing Individual Competencies

The MARA 289 ePortfolio handbook and competency statement rubrics provide guidance to students to enable them to successfully complete this course. We continue to analyze the students' mastery of each MARA core competency through this course. See Appendix A for the MARA Core Competency/Assignment Achievement Reporting Form for the fall 2016 course. The program-based assessment measures student mastery of all program learning outcomes (core competencies) before graduation. This course is offered for credit or no credit. The faculty member supervises students, evaluates their work, provides feedback, and evaluates the final product, the e-Portfolio. Students interpret each competency and provide evidence supporting their mastery of each. Examples of student ePortfolios completed from spring 2014 through fall 2016 are posted on the MARA Program Performance page under the category of Program Based Assessment. Instructions to view the statements and links to the student work samples can be found on the introductory page of each ePortfolio. See the most recent example.

The ultimate goal for students interpreting each core competency and providing supporting evidence is an average of less than 2 submissions. Table 3 provides a summary of the number of times on average students submitted each Core Competency statement.

Table 3: Average number of submissions of Core Competency for MARA 289, e-Portfolio. No students were in a position to address Core Competency J because it is effective for those entering the program 2015 or later.

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
Spring 2016	2.13	2.0	1.93	1.73	2.0	1.66	2.07	1.87	1.73
Fall 2015	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Fall 2016	1.89	1.67	1.67	1.78	1.67	1.44	1.56	1.56	1.56
5-year Average	*1.75*	*1.50*	*1.57*	*1.48*	*1.49*	*1.43*	*1.49*	*1.51*	*1.39*

At the time the goal of an average of fewer than two submissions was set, it was decided that courses that contain student learning outcomes and supporting assignments for those competencies submitted two or more times will be analyzed to determine 1) how the student performed on those assignments and 2) if the student learning outcomes and supporting assignments are appropriate.

It must be noted that the spring 2015 instructor allowed students one "free" evaluation before beginning to count the number of submissions, so those scores should be higher. The spring 2016 instructor counted all submissions, so spring 2016 is being used as a baseline for future internal comparisons. Sixteen students enrolled in this course for spring 2016. Fifteen completed the course satisfactorily but one did not. Competencies A, B, E, and G were submitted on average 2 times or more. Therefore, those competencies were scheduled for review during 2016-2017, as discussed in Goal 2.

Initiative 2: Review core competencies A, B, E, and G, including supporting assignments and the MARA 289 rubric used to evaluate them.

The rubrics to be evaluated are supported by assignments in at least one course (in addition to MARA 289) as shown in Table 4.

Table 4: Core Competencies and supporting courses reviewed.

Core Competency (PLO)	Courses Supporting the Competency
A	MARA 200, MARA 289
B	MARA 200, MARA 289
E	MARA 210, MARA 211, MARA 249, MARA 283, MARA 284 (IG)*, MARA 294, MARA 295, and MARA 289
F	MARA 200, MARA 204, MARA 211, MARA 284 (IG), MARA 284 (IA)**, and MARA 289

*Seminar Topic: Information Governance
**Seminar Topic: Information Assurance

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. (Still the most challenging with 1.89 times submitted in fall 2016.)*

This is the most challenging of the competency statements. A review of the competency statements submitted in MARA 289 reveals that some students have difficulty linking ethics and values to official codes supported by professional associations, such as SAA and ARMA.

Actions taken/to be taken: More explicit information will be provided in MARA 200 beginning in fall 2017. Courses that partially support this competency statement will be identified. In addition, students who want to delve more deeply into ethical codes, value statements and foundation principles will have the option to take a one-credit elective beginning in summer 2017, MARA 284, seminar topic: *Ethics for Archivists and Records and Information Management Professionals*. This new course can be used as one of 9 elective credits toward completion of the MARA degree. A review of the wording of this core competency in relation to core competency G, will continue in Spring 2017. Any changes needed to the wording of the competency statement or the rubric used to evaluate students will be made effective fall 2017.

B: *Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use (1.67 times submitted)*

A review of the competency statements submitted in MARA 289 reveals a very good understanding of the social and cultural dimensions of records, recordkeeping, and

records use. However, it also reveals that some students have difficulty explaining the economic dimensions of such records. This may be attributed to the attractiveness of records for history and research (service aspect of the profession) as opposed to the business use of such records. The pieces of evidence provided through activities assigned in MARA 200 are appropriate and plentiful. Some confusion may also have to do with students' inexperience in using the term "dimensions" when analyzing records.

Actions taken/to be taken: This term "dimensions" will be emphasized more explicitly in MARA 200 in fall 2017. In addition, the rubric used for Comp B will be modified for 2017-2018 to emphasize the equal weight given to all 3 dimensions.

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 (1.67 times submitted)*

As one fall student commented, "Every class that I have taken in the MARA program has discussed the grounding principles for the particular subject concerned, whether that is codified through a de jure standard such as ISO 15489-1: 2016 or exists as a set of professional best practices i.e. Generally Accepted Recordkeeping Principles®."

Actions taken/to be taken: A review of the interpretation of this statement and evidence provided revealed that students do not have difficulty explaining how they mastered this core competency. They have a number of assignments they can use as supporting evidence. No future action is planned for this statement beyond the annual review of all competency statements in MARA 289.

G: *Know the legal requirements and ethical principles involved in records management and the role the recordkeeper plays in institutional compliance and risk management (1.56 times submitted)*

Students are very comfortable addressing the legal requirements of their profession in relation to institutional compliance and risk management. They sometimes forget to discuss the ethics involved and must be reminded. They are able to find a number of assignments that can be used for this core competency, since it is supported by six required courses.

Actions taken/to be taken: A review of the wording of this core competency in relation to core competency A will continue during the spring term in order to determine if changes are necessary to either or both. If so, the rubric will be modified to reflect the changes and implemented for fall 2017.

Initiative 3: Add an ePortfolio/Core Competency module to the MARA Program Technology Workshop in Canvas.

This optional self-paced, technology preparation workshop was offered the first time in spring 2016, with the MARA Coordinator serving as supervisor to ensure student questions are answered and problems are resolved. Since this is not a course for which students pay a fee or earn credit, a few students in the fall 2016 workshop expressed disappointment about not having evidence they had completed it.

Action taken/to be taken: Students taking the MARA Program Technology Workshop were awarded Certificates of Completion beginning with the spring 2017 incoming class. The self-paced workshop will continue to be offered to all incoming students, and the Certificate of Completion will be delivered to all who complete all modules. The first formal review of this Workshop is scheduled for 2018-2019.

Initiative 4: Add an ePortfolio/Core Competency module to the MARA advising site in Canvas.

A MARA advising site in Canvas is the central point of contact for all MARA students, from their first semester through graduation. An introduction to the e-Portfolio in the advising site was recommended in order to emphasize the importance of gathering evidence for the ePortfolio each semester.

Action taken/to be taken: This module was added to the MARA advising site as of fall 2016. It will be updated as necessary within the advising site.

Initiative 5: Modify the matrix used to map core competencies used for internal evaluation to indicate whether the course fully or partially supports the competency.

Although the matrix used internally to map core competency statements to courses lists the courses that can support entire core competency statements, students have been allowed to use as evidence assignments from other courses if they support part of the competency. A recommendation to identify courses that include assignments that support at least a part of a core competency was made.

Action taken/to be taken: To date, one course that partially supports MARA Core Competency J, *Identify ways in which archivists and records managers can contribute to the cultural, economic, educational, and social well being of our global communities*, has been identified. This course MARA 283, Enterprise Content Management and Digital Preservation, was added to the internal matrix used to map competencies to courses for fall 2017. Work on this initiative will continue through the spring 2017 semester.

Initiative 6: Develop three one-credit MARA courses and begin offering them in spring 2017.

Based on student interest in one-credit courses and advice from the MARA Program Advisory Committee, a list of one-credit options was compiled in 2015-2016. Three topics were recommended: Digital Forensics, Professional Ethics, and Data Warehousing and Cloud Analytics. The intent for 2016-2017 was to begin to offer them in spring 2017.

Action taken: This initiative has been partially accomplished. One course, Professional Ethics for Archivists and Records and Information Managers, was approved as a MARA 284 seminar topic and will be offered in summer 2017. A second course, Digital Forensics for Archivists, is under development and will be offered in fall 2017. The third course will be developed later this spring and offered in spring 2018.

Next review: These one-credit courses are scheduled for review in academic year 2018-2019.

Additional Change 2016-2017

Based on the introduction of one-credit courses beginning in summer 2017, it was decided to replace the current three-year review cycle with a four-year cycle to accommodate a review of one-credit courses. It was further decided to move the evaluation of the MARA Technology Preparation Workshop to the same year as the evaluation of the one-credit courses. The new four-year evaluation cycle is shown in Table 5.

Table 5: New four-year evaluation cycle effective immediately.

Action Items	Timeline
• Review MARA 249 and MARA 283. • Review all advanced topics taught as MARA 284 (Seminar in Archives and Records Management), including Information Governance and Information Assurance.	2017-2018 (3rd year of the current and new cycles)
• Review MARA 284 seminar one-credit topics (all). • Review the MARA Technology Preparation Workshop	2018-2019 (new 4th year)
• Review MARA 200, 204, 210, 211, and 285	2019-2020 (year 1 of the new cycle)
• Review MARA 289, 294, and 295	2020-2021 (year 2 of the new cycle)

Appendix A
MARA Core Comp / Assignment Achievement Reporting Form

Faculty: Patricia C. Franks
Course #/Title: MARA 289: ePortfolio
Number of Students Enrolled Start of Course: 9
Number of Students Still Enrolled 9
Student Achievement (complete the table below): All 9 students satisfactorily completed the course.
Students were allowed to start on any comp and work on them in any order.

Although there are ten MARA Core Competency Statements (PLOs), students in this class all started prior to the spring 2015 term and, therefore, were not required to show mastery of the 10th Core Competency.

Core Comp Letter (A-I)	Assignment (type and short description)	# of students achieving each letter grade		
Rank from fewest submissions to most		*Satisfactory*	*Unsatisfactory*	*No Grade*
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 = 9 The group of 9 students submitted competency A an average of 1.89 times before it was accepted as satisfactory. Unsatisfactory completion = 0		
B	Recognize the social, cultural, and economic dimensions of records, recordkeeping, and records use	Satisfactory completion = 9 The group of 9 students submitted competency B an average of 1.67 times before it was accepted as satisfactory. Unsatisfactory completion = 0		
C	Understand the evolution of information recordkeeping systems in response to technological change	Satisfactory completion = 9 The group of 9 students submitted competency C an average of 1.67 times before it was accepted as satisfactory. Unsatisfactory completion = 0		
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 = 9 The group of 9 students submitted competency D an average of 1.78 times before it was accepted as satisfactory.		

		Unsatisfactory completion = 0
E	Understand the system of standards and structures endorsed and utilized by the recordkeeping professions, particularly in the areas of electronic records and digital	Satisfactory completion = 9 The group of 9 students submitted competency E an average of 1.67 times before it was accepted as satisfactory. Unsatisfactory completion = 0
F	Apply fundamental management theories and principles to the administration of records and recordkeeping organizations	Satisfactory completion = 9 The group of 9 students submitted competency F an average of 1.44 times before it was accepted as satisfactory. Unsatisfactory completion = 0
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 = 9 The group of 9 students submitted competency G an average of 1.56 times before it was accepted as satisfactory. Unsatisfactory completion = 0
H	Be conversant with current information technologies and best practices relating to records preservation and security	Satisfactory completion = 9 The group of 9 students submitted competency H an average of 1.56 times before it was accepted as satisfactory. Unsatisfactory completion = 0
I	Understand research design and research methods and possess the analytical, written, and oral communication skills to synthesize and disseminate research findings	Satisfactory completion = 9 The group of 9 students submitted competency I an average of 1.56 times before it was accepted as satisfactory. Unsatisfactory completion = 0

Comps completed Fall 2016 in degree of difficulty starting with the most troublesome for students:

- Comp A – 1.89
- Comp D – 1.78
- Comps B, C, and E – 1.67
- Comps G, H, I – 1.56
- Comp F – 1.44

A Comparison of results for fall 2016 and spring 2016 is presented in the following table:

Fall 2016		Spring 2016	
Comp Statement (including evidence)	# Times Submitted	Comp Statement (including evidence)	# Times Submitted
A	1.89	A	2.13
B	1.67	B	2.00
C	1.67	C	1.93
D	1.78	D	1.73
E	1.67	E	2.00
F	1.44	F	1.66
G	1.56	G	2.07
H	1.56	H	1.87
I	1.56	I	1.73

Notes:

- This same instructor worked with students spring and fall of 2016.
- Not only writing but also appropriateness of evidence for each competency statement was considered each time the competency statement was reviewed (this has always been the case).
- The most difficult competency statement for students remains A; however the number of times submitted dropped from 2.13 to 1.89
- The competency statement submitted the lowest number of times remains Comp F; however the average number of times submitted dropped from 1.66 to 1.44
- The number of times submitted dropped from spring 2016 to fall 2016 for every competency statement but one: D. There it rose from 1.73 to 1.78 times.
- Our goal has always been to drop below 2.0 times for average submission of each competency statement. This was the first time the goal has been achieved since spring 2015, when students were allowed one 'free' evaluation before the count began.
- The same evaluation process will be used for students enrolled in this course in Spring 2017 to compare Spring 2016 to Spring 2017 results.

See MARA handbook online for instructions: http://ischool.sjsu.edu/programs/mara/eportfolio-handbook

See MARA rubric online: http://ischool.sjsu.edu/programs/mara/eportfolio-handbook

See one example of a completed ePortfolio from fall 2017:
https://kristenleecook.wordpress.com/

Appendix B
MARA Core Comp / Assignment Achievement Reporting Form

Faculty: Dr Lisa Daulby
Course #/Title: MARA 294-10 Internship
Number of Students Enrolled Start of Course: 10
Number of Students Still Enrolled: 10
Student Achievement (complete the table below):

Core Comp Letter (A-I)	Assignment (type and short description	# of students achieving each letter grade		
		Credit	*No Credit*	*No Grade*
D	*Weekly Blog Assignment *Mid-Term Report *Final Report	10	0	0
E	*Weekly Blog Assignment *Mid-Term Report *Final Report	10	0	0
F	*Weekly Blog Assignment *Mid-Term Report *Final Report	10	0	0

Blog Rubric

You are required to maintain a blog or an approved alternative (discuss your alternative with your instructor prior to use). Weekly journal entries will be made to your blog beginning with week 1 and ending in week 15. The goal is to reflect on your weekly internship experiences in an insightful manner. The weekly blog entries are evaluated as: Complete / Incomplete. Full credit is awarded for 10 complete blog entries for the term (i.e. you may not have an entry for every week, or you may have one entry for a two-week period etc.). Please ensure your name is visible on the blog. Each entry should be between 150 and 200 words. Learners will not receive personalized feedback, just a score. The rubric below describes the criteria used to evaluate your blog and weekly entries.

Criteria	Complete	Incomplete
Reflective Nature of the Blog Entries	Weekly entries provide comprehensive insight, understanding, and reflective thought about the internship/project.	Weekly entries show no/minimal evidence of insight, understanding or reflective thought about the internship/project.
Quantity and Timeliness	Updates blog as often or more often than required. Required number of entries (10) is attained.	Does not update blog within the required time frame. Required number of entries (10) is not attained.

Project Status Report

The purpose of the status report is to fully inform your instructor about the overall progress and direction of your project.

The report will:

- Provide a sound overview of the project
- Document milestones and accomplishments
- Report issues and challenges

Internship Final Report – Requirements & Rubric

You identified a set of learning outcomes as you began your internship. Now, as you finish the internship, you should self-evaluate the experience from the perspective of those outcomes. Your report should include an introduction, a description of your internship position/organization, a self-evaluation of your learning outcomes, a summary/conclusion and timesheet.

Be sure to deal with each learning outcome individually, stating the outcome, whether or not you achieved the desired outcome and any learning experiences. If you created a product or deliverable for the internship organization, please submit a copy or provide a link/URL (let your course instructor know if your site supervisor prohibits such sharing).

Proposed outline for the report:

INTRODUCTION/SUMMARY

- Statement/summary of your overall learning outcomes (refer to your original application)
- Why you selected the organization/position

DESCRIPTION OF THE POSITION/ORGANIZATION

- Overall description of your position and the organization/department

LEARNING OUTCOME I

- Restate the full learning outcome
- Describe the activities/tasks performed to obtain this outcome
- Describe/discuss any problems encountered/how they were resolved
- If the desired outcome was not achieved or only partially achieved, describe/discuss why
- Reference any supporting material that may be in an appendix (see below)

LEARNING OUTCOME II, et al.

- Follow the same format above for all learning outcomes

INTERNSHIP REFLECTION

After you have evaluated your Learning Outcomes, the last section of your report should provide an overall evaluation of your internship experience as a positive (or negative) learning experience. In doing so, you may want to address the following items:

- Knowledge acquired: Briefly describe the knowledge you gained through your experience and relate this knowledge to what you learned in specific courses
- Skills learned: Describe the skills and any career-specific abilities that you gained during your internship
- Observed attitudes and gained values: Describe the manners, mindsets or values that you perceive to be important for a successful career (e.g. ethical, attention to detail, dependability, honesty, etc.)
- The most challenging task performed: Describe the best and the most challenging responsibilities that were assigned to you during your internship, how did you performed it, and how did you overcame the challenges

OVERALL EVALUATION/SUMMARY/CONCLUSION/REFERENCES

- Final overall statement/summary

APENDIX/TIME SHEET

- Include sample work and/or supporting documentation and time sheet documenting 135 hours

The Final Report should be 10-15 (can be more), pages in length not including the appendix, reference list, and title page. Report must use APA style with 12-point font size, Times New Roman font style double spaced.

The Final Internship Report is the primary piece of evidence you are submitting to demonstrate what you learned in a graduate-level course. You should put the same attention and thoroughness that you would put into an assignment for a classroom-based course. If you cannot convey the experience appropriately you will not receive credit for the MARA 294 course.

Due Date: Final reports are due on the last day of the term. THIS DATE IS FIRM. Your internship hours MUST BE COMPLETE by the last day of instruction. NO EXCEPTIONS. Please plan your schedule accordingly

Note: Your site evaluation form and your site supervisor's evaluation form are due the same day as your final report. THIS DATE IS FIRM. You are responsible for having your Site Supervisor submit their form.

See MARA 294 Handbook for students: http://ischool.sjsu.edu/current-students/courses/internships/mara-294-student-handbook

See Internship Database through which students locate positions: http://ischoolapps.sjsu.edu/internships/new/

Appendix C
MARA Core Comp / Assignment Achievement Reporting Form

Faculty: DR Lisa Daulby
Course #/Title: MARA 295-10 Organizational Consulting Project
Number of Students Enrolled Start of Course: 2
Number of Students Still Enrolled: 2
Student Achievement (complete the table below):

Core Comp Letter (A-I)	Assignment (type and short description	# of students achieving each letter grade		
		Credit	*No Credit*	*No Grade*
D	*Weekly Blog Assignment *Mid-Term Report *Final Report	2	0	0
E	*Weekly Blog Assignment *Mid-Term Report *Final Report	2	0	0
F	*Weekly Blog Assignment *Mid-Term Report *Final Report	2	0	0

Blog Rubric

You are required to maintain a blog or an approved alternative (discuss your alternative with your instructor prior to use). Weekly journal entries will be made to your blog beginning with week 1 and ending in week 15. The goal is to reflect on your weekly internship experiences in an insightful manner. The weekly blog entries are evaluated as: Complete / Incomplete. Full credit is awarded for 10 Complete blog entries for the term (i.e. you may not have an entry for every week, or you may have one entry for a two-week period etc...). Please ensure your name is visible on the blog. Each entry should be between 150 and 200 words. Learners will not receive personalized feedback, just a score. The rubric below describes the criteria used to evaluate your blog and weekly entries.

Criteria	Complete	Incomplete
Reflective Nature of the Blog Entries	Weekly entries provide comprehensive insight, understanding, and reflective thought about the internship/project.	Weekly entries show no/minimal evidence of insight, understanding or reflective thought about the internship/project.
Quantity and Timeliness	Updates blog as often or more often than required. Required number of entries (10) is attained.	Does not update blog within the required time frame. Required number of entries (10) is not attained.

Project Status Report

The purpose of the status report is to fully inform your instructor about the overall progress and direction of your project.

The report will:

- Provide a sound overview of the project
- Document milestones and accomplishments
- Report issues and challenges

Consulting Project Final Report

Proposed outline for the report:

INTRODUCTION

- Sign off form for the client, consultant (student), instructor
- Acknowledgements
- Table of Contents
- Executive Summary
- Introduction
- Description of the Organization

SITUATION ANALYSIS

- Client Situation Analysis and Problem Definition

RECOMMENDATIONS

- Recommendations for Improvement/Change and Plan for Action/Implementation

PROJECT OBJECTIVES

- Project Purpose, Objectives and Scope
- Project Approach and Methodology
- Project Schedule and Milestone Dates
- Summary of Final Project Deliverables (Benefits & Outcomes)

CONCLUSION

- Conclusion
- Consultant's (Student's) Credentials and Contact Information
- References (APA Format)

APENDIX/TIME SHEET

- Include sample work and/or supporting documentation and time sheet documenting 135 hours

The student will include a schedule and time log for the Organizational Consulting Project. Major

time elements will include initial consultation with the client, client-based information collection (e.g., factual through document analysis, subjective through interviews and focus groups), research review on best practice(s), data validation/confirmation, development of report outline and preliminary drafting, finalization and submission. The time log is submitted to the instructor as a separate document.

The final report will be 30-50 pages plus appendices. Preferred format is Times Roman 12-point font, one and a half spacing.

Due Date: Final reports are due on the last day of the term. THIS DATE IS FIRM. Your project hours MUST BE COMPLET by the last day of instruction. NO EXCEPTIONS. Please plan your schedule accordingly

Note: Your site supervisor's evaluation forms are due the same day as your final report. THIS DATE IS FIRM. You are responsible for having your Site Supervisor submit their form.

See MARA 295 Handbook for students: http://ischool.sjsu.edu/current-students/courses/mara-295-handbook