

# INFORMATION STORAGE MANAGEMENT FINAL PROJECT

## INTERVIEW AT VISITATION SITE



### OBJECTIVES:

1. Relate classroom studies to actual records or information storage procedures.
2. Acquire valuable information about the newest technology.
3. Gain facts about careers in records management or information storage management.
4. Foster cooperation between local businesses and the college.
5. Develop a written report of findings.
6. Present the report to the class.

### INTERVIEW WITH THE RECORDS MANAGER

Students are responsible for planning interviews with record managers or information storage managers at visitation sites. Students *may not* interview their employer, as you want to gain experience of another institution. Students should develop interview questions of their own, however, below are some questions that *could* be used:

1. What records are stored?
2. What method of storage is used?
3. What system is used?
4. Approximately how many records are stored?
5. How many records are maintained?
6. Who has access to the files?
7. What are the charge-out and follow-up procedures?
8. What records retention schedules are used?
9. What are the records disposal procedures?
10. Is electronic information storage management system in place?
11. How many employees work in the records department? What are their responsibilities?
12. What is the records manager's educational background?
13. What are the salary range(s) for staff in the records department?

### ADDITIONAL POINTS THAT SHOULD BE INCLUDED IN THE REPORT:

1. Philosophy of the organization.
2. Placement of the records manager and staff within the organization. Show this with an organizational chart.
3. Classification systems in use and rationale for selection.
4. Description of filing and retrieval systems in place.
5. Description of types of equipment in place; any plans for changes or additional equipment. Photographs may be used and included in your report.

6. Description of the organization's records retention program.
7. Description and drawing of layout of facility for active and inactive files.
8. Description of vital records program and security provided for these records.
9. Development of records management manuals.
10. Extent of office automation and its effect on the records management system.
11. Summary: Your own viewpoint about their records program. Is the system logical? Did you approve of their system? Is the system standardized? Did you identify record keeping problems? Would you change anything if you had authority?
12. Presentation of the content of the report, correct usage of the English grammar and punctuation, and neat, eye-appealing quality.

## PROJECT SITE

### **APPROVAL OF ORGANIZATION OR FIRM PROFILED** (20 Points)

All students will be required to submit an email request for approval of the name of an organization or firm to be profiled for an interview regarding their information storage management or records management department. No organization or firms shall be duplicated for projects.

There are several options for an interview visitation site. Potential businesses to interview:

- Aspirus Stevens Point Clinic
- Bull's Eye Credit Union
- Dental, chiropractic, and veterinarian offices
- Real estate agencies
- Sentry Insurance
- The options are endless!

### **WRITTEN REPORT ON PROJECT SITE** (See attached rubric)

The actual written report on project site shall be a maximum of four (4) pages, double spaced. A title page, table of contents, graphs, photographs, floor plans, letterhead samples, annual report, etc. shall be included as optional pages. *Note: Use the standard report format found in your Document Formatting textbook.*

### **PRESENTATION REPORT ON PROJECT SITE** (See attached rubric)

Presentation content should share findings and experience from the project. The report shall be at least ten minutes in length (minimum). Presentations shorter than the required time will be downgraded. Note cards are permissible but shall not be read word for word.

## DUE DATES for PROJECT:

**Approval:** Thursday, April 29

**Written Report:** Tuesday, May 11 – beginning of class

**Presentation Report:** Tuesday, May 11 – beginning of class

Student Name: \_\_\_\_\_

**Rubric for Information Management Interview Project**

**Written Report**

	<b>Beginning</b> 3 Points	<b>Developing</b> 5 Points	<b>Accomplished</b> 7 Points	<b>Exemplary</b> 10 Points
<b>Organization</b>	Not organized, flow of report does not make sense	Some organization, events jump around, beginnings and endings are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, clear understanding
<b>Quality of Information</b>	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject
<b>Grammar &amp; Spelling</b>	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct
<b>Interest Level</b>	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid
<b>Timeliness</b>	More than three days late	Two days late	One day late	Report handed in on time
<b>Analysis</b>	Conclusions simply involved restating information. Conclusions were not supported by evidence learned in class.	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Product shows good effort was made in analyzing the evidence collected and applying information learned in class.	Carefully analyzed the information collected and drew appropriate conclusions supported by information learned in class. Voice of the student writer is evident.
<b>Product &amp; Process</b>	Student showed little evidence of thoughtful research. Product does not effectively communicate interview findings.	Student needs to work on communicating more effectively to communicate interview findings.	Student effectively communicated the results of research.	Student effectively conveyed his/her conclusions and demonstrated a thorough presentation of interview findings.
<b>Documentation</b>	Clearly plagiarized materials.	Need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Documented all sources. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.

Student Name: \_\_\_\_\_

**Rubric for Information Management Interview Project**

**Presentation Report**

	<b>Beginning</b> 3 Points	<b>Developing</b> 5 Points	<b>Accomplished</b> 7 Points	<b>Exemplary</b> 10 Points
<b>Eye Contact</b>	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
<b>Enthusiasm</b>	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation
<b>Vocalized Pauses (uh, well uh, um)</b>	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
<b>Visual Aids</b>	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aids enhances presentation, all thoughts articulated and keeps interest
<b>Professionalism of Presentation</b>	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student is at ease and answers most questions with explanations and some elaboration.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
<b>Time frame</b>	Presentation was less than 5 minutes in length.	Presentation was 6 minutes in length.	Presentation was 7 to 10 minutes in length.	Presentation was 10 to 15 minutes in length.