

**San Francisco State University  
Inventory of Program Assessment Activities**

**Program:** Museum Studies **College:** LCA **Date:** July 10, 2013

**Program Mission:** to develop future museum professionals through highly structured coursework in a setting where museums' educational efforts, collections, and interactions with community are of central concern, and in a 21<sup>st</sup> century landscape, where responsiveness to the significant changes taking place in the museum profession are integrated into curriculum, activities, and professional development.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures methods/strategies	Summary of findings about student learning	Use of findings for program improvement
<p><b>Outcome 1</b>  <b>Students will be able to identify the core features of museum professionalism (ethical codes, professional societies, interpersonal skills, team work, career development resources).</b></p>	<p>See Curriculum Alignment Matrix / Curriculum Map in Section 7.2; Benchmark courses are M S 700, History and Organization of Museums (required first semester); M S 860 Museum Fundraising; and M S 880 Museum Internship</p>	<p>2011-2012, and retroactively for 2008 and 2010</p>	<ol style="list-style-type: none"> <li>1. Successful completion of all course requirements in benchmark courses</li> <li>2. Museum Studies Exit Survey</li> </ol>	<p>--No attrition rate for students enrolled in benchmark courses. All students who completed benchmark courses are able to identify core features of museum professionalism through evaluation of course requirements  --Exit survey indicates very high degree of satisfaction with preparation for career in museums and improved professional skills  --Qualitative exit survey comments indicate concerns with enhancing student engagement with the profession</p>	<p>--Regularly refresh benchmark courses to reflect contemporary museum practice  --Continue to hire lecturers who are active museum professionals on an ongoing basis to keep program current and relevant to field practice, to provide professional role models, to enhance student understanding of career options and trajectories, and to expand student opportunities for future career opportunities  --Deepen practices that have enhanced student engagement with professional practice  --New course proposed in Fall 2012, Perspectives on Museums: A Professional Forum  --Internship Course, M S 880, added regular meetings with faculty, Spring 2012, to stimulate student networking and engagement</p>

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<p><b>Outcome 2</b>  <b>Students will be able to outline the broad history of museums, their core organizational features, and basic museum theory.</b></p>	<p>See Curriculum Alignment Matrix / Curriculum Map in Section 7.2; Benchmark courses are M S 700, History and Organization of Museums, and either M S 800, Museum Management, or M S 860, Museum Governance</p>	<p>2011-2012, and retroactively for 2008 and 2010</p>	<ol style="list-style-type: none"> <li>1. Successful completion of all course requirements in benchmark courses</li> <li>2. Museum Studies Exit Survey</li> <li>3. Course Evaluations</li> </ol>	<p>--Exit surveys and assessment of thesis writing process found students lacking in sufficient exposure to recent basic museum theory  --refresh content and organization of M S 700 course  --more discussion in management and governance courses</p>	<p>--New course proposed in Fall 2012 , M S 707, Museum Theory and Practice  --Efforts to refresh M S 700 need to be made  --Continue efforts to integrate theory and practice into all courses and to regularly refresh and revise existing courses to reflect current museum professional concerns and recent scholarship  --Ability to have lengthy, focused discussions in management and governance courses is compromised with enrollments sometimes approaching 30, but sessions reconfigured to allow as much discussion as is feasible, given other goals</p>

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<p><b>Outcome 3</b>  <b>Students will acquire knowledge of key areas in museum research and practice, specifically in: collections care and registration; museum management and fundraising; and exhibition design.</b></p>	<p>See Curriculum Alignment Matrix / Curriculum Map in Section 7.2; Benchmark courses for Collections Care are M S 794, Museum or equivalents; for Management, either M S 800 or M S 830; and for exhibition design, Art 719, M S 730, or equivalent</p>	<p>2011-2012, and retroactively for 2008 and 2010, and course evaluations from 2005--2012</p>	<ol style="list-style-type: none"> <li>1. Successful completion of all course requirements in benchmark courses</li> <li>2. Museum Studies Exit Survey</li> <li>3. Course Evaluations</li> </ol>	<p>--Refine, refresh or reconfigure some courses, especially those related to collections  --Find ways to make collections courses better reflect contemporary methods of registration and collections management, for example in digital preservation  --Enrollment too high in courses that emphasize hands-on training, particularly in collections and exhibition  --More discussion in management and fundraising courses  --More structure and organization during class sessions in collections courses, and lecturing on course readings that have been assigned</p>	<p>--Reduce enrollment in courses that emphasize hands-on training, particularly in collections and exhibitions, to University-wide recommendations for seminar class sizes (5-15 students)  --Strengthen collections emphases in the degree to meet trends in the field by continuing to offer courses taught by active museum professionals serving as lecturers  --M S 730, Museum Exhibition and Planning, unbanked and reconfigured for Fall 2012, with a cap on enrollment, to offer additional, smaller setting for exhibit design  --Ability to have lengthy, focused discussions in management and fundraising courses is compromised with enrollments sometimes approaching 30, but sessions reconfigured to allow as much discussion as is feasible, given other goals</p>

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<p><b>Outcome 4</b> Depending upon their emphasis, students will acquire knowledge of at least one of following key areas in museum research and practice: curatorship; cultural property law and protection; museum education.</p>	<p>See Curriculum Alignment Matrix / Curriculum Map in Section 7.2; Benchmark courses for curatorship are M S 720; for cultural property law and protection, M S 840 or 845; for museum education, M S 710 Museum Education and Schools Outreach</p>	<p>2011-2012, and retroactively for 2008 and 2010, and course evaluations from 2005-2012</p>	<ol style="list-style-type: none"> <li>1. Successful completion of all course requirements in benchmark courses</li> <li>2. Museum Studies Exit Survey</li> <li>3. Course Evaluations</li> </ol>	<p>--Refine, refresh or reconfigure some courses, especially those related to curatorship --Enrollment too high in courses that emphasize hands-on training, particularly in curation --More small group discussion in education and cultural property --More structure and organization during class sessions in curation</p>	<p>--Reduce enrollment in courses that emphasize hands-on training, particularly in curation ,to University-wide recommendations for seminar class sizes (5-15 students); --Class cap of 15 enforced for Fall, 2012 version of M S 720, Curation course --Strengthen education area of the degree to meet trends in the field by continuing to offer courses taught by active museum professionals serving as lecturers --Ability to have lengthy, focused discussions in cultural property courses is compromised with enrollments sometimes approaching 30, but sessions reconfigured to allow as much discussion as is feasible, given other goals</p>

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<p><b>Outcome 5</b> Depending upon their emphasis, students will acquire or have the option of acquiring knowledge of museum research and practice in the areas of audience development, digital asset management, global operations, or conservation.</p>	<p>See Curriculum Alignment Matrix / Curriculum Map in Section 7.2; Benchmark course for audience development is M S 870, Museum Audiences, Visitors and Communities; for digital asset management, M S 810 Museums in the Digital Age; for global operation, M S 708, Museums: Global Operations; and for conservation, M S 740 Museum Conservation &amp; Restoration or M S 760 Preservation of Natural History and Cultural Collections</p>	<p>2011-2012, and retroactively for 2008 and 2010, and course evaluations from 2005--2012</p>	<ol style="list-style-type: none"> <li>1. Successful completion of all course requirements in benchmark courses</li> <li>2. Museum Studies Exit Survey</li> <li>3. Course Evaluations</li> </ol>	<p>--Refine, refresh or reconfigure some courses, especially those related to conservation  --Enrollment too high in courses that emphasize hands-on training, particularly in conservation  --Offer courses, particularly in Museum Audience and Digital Asset Management more frequently  --Allow more time to work on small group projects during class time in M S 870, Audience course, and have fewer off campus course commitments  --More structure and organization during class sessions in digital course, M S 810, and readings more relevant to lectures</p>	<p>--Reduce enrollment in courses that emphasize hands-on training, particularly in conservation, to University-wide recommendations for seminar class sizes (5-15 students)  --Strengthen audience, digital asset management, and conservation area of the degree to meet trends in the field by continuing to offer courses taught by active museum professionals serving as lecturers  --M S 760, Preservation, unbanked and reconfigured for Spring 2012, with enrollment cap  -- M S 870, Audience, to be offered again after only three semesters ago; core learning objective of course is realized through work completed off campus in small groups, so student commitments in these areas to be re-emphasized  --M S 810, Digital ,to be reconfigured</p>

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<p><b>Outcome 6</b> Students will be able to conduct independent research that leads to either a written thesis or an exhibit component.</p>	<p>See Curriculum Alignment Matrix / Curriculum Map in Section 7.2; Benchmark courses for thesis or exhibit development are M S 898/M S894/M S 897/CE499, the highly structured thesis and exhibit workshop sessions</p>	<p>2011-2012, and retroactively for 2008 and 2010</p>	<ol style="list-style-type: none"> <li>1. Successful Completion of M.A. Thesis according to <i>Museum Studies M.A. Thesis Rubric</i> revised 2011 and <i>Guidance on Creative Work Project</i>. Projects deemed “inadequate” by faculty are returned to students (See 7.4 below)</li> <li>2. Successful completion of all course requirements in benchmark courses</li> <li>3. Completion of the <i>MS Program Writing Assessment</i> by receiving a minimum grade of a B plus on the Final Papers in M S 700 and M S 860; the writing assessment serves as a main indicators in the MS Program of whether students are prepared to undertake the writing required to complete a thesis or a creative work project; final papers in these courses are assessed according to the "MS Evaluation Rubric for Graduate-Level Seminar Papers"; Students graded below B+ will be required to take an upper division writing course, upon advisement by Museum Studies faculty, before undertaking M S 894</li> </ol>	<p>--Additional support needed in developing and completing theses and exhibits  --Balance thesis advising and review between the two faculty  --Once thesis and exhibits deemed “inadequate” are returned to students, additional advising is scheduled, and virtually all students graduate once they have been advanced to candidacy (see Table 11); the graduate rate over the 8 years analyzed for students advanced to candidacy is a highly successful 91%.; the reasons why the remaining 9% did not graduate have been documented, and are known almost exclusively to consist of factors <i>not</i> related to thesis process (family or health issues; financial issues, especially for out-of-state students).  --Assessment of student theses and exhibits by two faculty for AYs considered indicate that 100% fall into either the “adequate” or “exceptional” categories, and those that are “adequate” broadly requiring additional</p>	<p>--Continue practices that have reduced the time to graduation and that support the Program’s high graduation rates, such as strong oversight of thesis process, group and individual advising, and close tracking of students once they have been advanced to candidacy  --Thesis Workshop Sessions doubled, beginning circa 2005, as response to 5<sup>th</sup> Cycle Program Review  --Distribution of <i>Museum Studies M.A. Thesis Rubric</i> and inclusion of information concerning Program Writing Assessment in relevant syllabi, beginning in 2011  --Explore ways to introduce balance and consistency in thesis advising among faculty, including use of lecturers and faculty from other departments more frequently on thesis committees  --Develop more formal assessment rubric for Creative Work Projects  --Differentiate “adequate” from “exceptional” thesis/exhibits more methodically in future assessments and build on review process established in 2011 to identify most outstanding thesis/exhibit of</p>

		(creative work project) or M S 898 (thesis).	exposure to more recent theory and practice	<p>the AY</p> <p>--Museum Studies policy developed and implemented concerning completion of theses or creative work projects as follows: "Museum Studies faculty will continue to request drafts until they are satisfied that content, grammar and style are suitable for submission to the Graduate Division. Please note that multiple drafts of texts are often required for most student submissions. In cases where there are thesis committee members from outside the Museum Studies Program, the chair of the thesis committee will make the final assessment when the thesis or CWP is considered suitable for submission to the Graduate Division."</p> <p>--Declassification policy developed around 2006, and implemented in Fall 2012 (see MS Handbook); students sent formal letters after documented contacts and attempts to support return to program exhausted; the majority of declassified students were out-of-state students</p>
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