Program Learning Goals Annual Assessment Report

Department MUSEUM STUDIES   College LIBERAL AND CREATIVE ARTS

Degree Program(s) M.A. in MUSEUM STUDIES

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program's distinct mission in connection with the university's broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS etc) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

   1. Identify the core features of museum professionalism (ethical codes, professional societies, interpersonal skills, teamwork, career development resources).
   2. Outline the broad history of museums, their core organizational features, and basic museum theory.
   3. Acquire knowledge of key areas in museum research and practice, specifically in collections care and registration; museum management and fundraising; and exhibition design.
   4. 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.
   5. Depending upon their emphasis, students will acquire or have the option of acquiring knowledge in museum research and practice in the areas of audience development, digital asset management, global operations, or conservation.
   6. Conduct independent research that leads to either a written thesis or an exhibit component.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

Museum Studies only has 1 TT faculty member, down from three such faculty five years ago, and several part-time Lecturers, each of whom is a full-time working museum professional, and whose Lecturer appointments do not include time for service. Thus, the types of assessment activities requested in these reports involve requesting very busy Lecturers to volunteer their time. Due to their commitment to Museum Studies, however, all do participate. Given this situation, Program Learning Outcomes are revised through discussions that are held over email and the phone. All Lecturers who have taught more than one semester in Museum Studies M.A courses in the past two years were consulted about revising the Program Learning Outcomes, and all participated.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

Program Learning Outcomes were carefully reviewed this cycle in view of the six developments in the Museum Studies Program: 1) the opening of the Global Museum on campus, which serves as a Learning Lab for the Museum Studies Program, and through which key courses such as curation, exhibition development, and public programming are taught; 2) the development of Strategic Plans for both Museum Studies Program and the Global Museum; 3) the review of the missions of the Museum Studies MA and SF State in the last cycle of assessment; 4) the work of the Museum Studies Program with the campus Institute for Civic and Community Engagement (ICCE) to serve as a pilot department for implementation of new service-learning requirements for internship courses; 5) a review of the 2019 “Landscape Study” of Museum Studies programs in North America, produced by the University of Washington, which indicates that the value of Museum Studies depends largely to the extent that they include a) practical, hands-on training, b) broad 21st century skills (such as collaborating, problem-solving, community involvement, and critical thinking), c) strong reputations in the field, and d) a focus on issues of social justice, equity and diversity, particularly on intentional, strategic recruitment of people of color into museum studies programs (on this latter point, all are elements of either the mission, Program Learning Outcomes, course outcomes, or strategic plan of the Museum Studies Program); and 6) the introduction of an additional Culminating Experience, MS 896, the Written Comprehensive Examination, into the Museum Studies curriculum. In light of the above information, and because the last revision of the Program Learning Outcomes for the M.A took place in 2012, each Program Learning Outcome was carefully reviewed and updated.

4. What are your new program learning goals?

1. Identify the core features of museum professionalism (stewardship, service to community, collaboration, mission, ethical codes, professional organizations, career development resources).
2. Outline the broad history of museums, their core organizational features, the social and political contexts of museums, and the role museums play in an increasingly global and diverse world.
3. Summarize knowledge of key areas in museum practice and theory, specifically in collections care, museum fundraising, and exhibition design.

4. Depending upon student emphasis, demonstrate significant knowledge of at least one of following key areas in museum research and practice: curatorship; cultural property; museum education and public programming; registration/collections management; museum management and fundraising; and exhibition design.

5. Apply hands-on practical and professional skills in experiential, service-learning settings with campus and community museum partners to support critical thinking, problem-solving, community engagement, and leadership development.

6. Develop individual scholarship, creative activity, and museum professionalism through activities such as a written thesis, an exhibit component, an area of the written examination or professional activities.

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the next academic year.