Assessment Activity Report Due April 22, 2019
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Program Learning Goals Annual Assessment Report

Department Museum Studies Program, School of Art  College Liberal and Creative Arts

Degree Program(s) Museum Studies Minor

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.

<table>
<thead>
<tr>
<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.

PLO #1: Acquire and combine general education skills with relevant knowledge and information on museum practice and theory to understand and discuss the public service role of museums in a multicultural world.

PLO #2: Apply knowledge of museum practice and theory as a pre-professional to support the work of museums in creating exhibits, educating the public, caring for collections and serving the public, through collaborative work.

PLO #3: Use written, oral and critical thinking skills to apply knowledge of museum practice and theory to evaluate the work of museums.

PLO #4: Acquire knowledge of museum practice and theory to serve as an advocate for the role of museums as centers of education, community and preservation.

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 in Museum Studies Minor courses in the past two years were consulted about revising the Program Learning Outcomes.

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 five 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 the MS 681 capstone, service-learning course is 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 Minor 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).

In light of a careful review of this information, there has been virtually no revision to the Program Learning Outcomes, in part because they were also developed recently when the Minor was proposed four years ago.

4. What are you new program learning goals?

PLO #1: Acquire and combine general education skills with relevant knowledge and information on museum practice and theory to understand and discuss the public service role of museums in a multicultural world.

PLO #2: Apply knowledge of museum practice and theory as a pre-professional to support the work of museums in creating exhibits, educating the public, caring for collections and serving the public, as relevant to the course topic, through collaborative work.

PLO #3: Use written, oral and critical thinking skills to apply knowledge of museum practice and theory to evaluate the work of museums.

PLO #4: Acquire knowledge of museum practice and theory to serve as an advocate for the role of museums as centers of education, community and preservation.

Given 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.