Curriculum Map Annual Assessment Report

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

Degree Program(s) Museum Studies Minor

1. Please present your curriculum map.

Curriculum Map for the Museum Studies Minor

<table>
<thead>
<tr>
<th>Course Description</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 201 Introduction to Museums</td>
<td>I</td>
<td>I</td>
<td>I and D</td>
<td>I and D</td>
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<tr>
<td>MS 202 Introduction to Museum Exhibits</td>
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<tr>
<td>MS 310 Museum Education Methods and Community Engagement</td>
<td>D</td>
<td>D</td>
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<tr>
<td>MS 681 Museum Studies Lab—on-campus Internship in the Global Museum</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>MS 682 Capstone Practicum—Off-campus Service Learning Internship</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Elective, ART 619, Strongly Recommended</td>
<td>D</td>
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<td>D</td>
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</table>
2. Who was involved in the development of your curriculum map and how did the work go forward?

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, the Curriculum Map Program was developed through discussions held over email. All Lecturers who have taught in Museum Studies Minor courses in the past two years were consulted.

3. As the map was being developed, what did you learn about your curriculum as a whole?
   - Were all PLOs adequately supported along the path from introduced to mastered?
   - Did all courses contribute to one or more PLOs?
   - Was there too much emphasis on a few PLOs and not enough on others?
   - Are your courses and PLOs adequately aligned or is some refinement needed?

All Museum Studies Minor courses were designed in the past five years with an explicit awareness of Mission, Goals, and Program Learning Outcomes. The review of Program Learning Outcomes conducted for the assessment indicated that all were being supported along the path from Introduced to Mastered. All courses contributed to one or more PLOs, and there was not too much emphasis on one PLO at the expense of others. Overall, PLOS and Museum Studies Minor courses were well-aligned.

4. What is the next step you will take as a department to improve your program? For example, do you want to look more closely at the content of courses and how they support the PLOs? Are you ready to identify the course and assignment that will be used to assess a PLO? Do you need to develop new courses or adjust the scope and sequence and/or structure of your curriculum to fill in gaps in fulfilling PLO’s and facilitate in student learning?

For each course, in-class activities and all formal assignments that can be used to assess a PLO will be identified. We already know that some of the assignments/activities address multiple PLOs, but one challenging part moving forward will be the variability of in-class activities in some courses depending on the particular nature of hands-on work available during any given semester. For all Minor courses, assignments are also reviewed at the end of each semester, based on student performance and feedback, to assess conformity with Program Learning Outcomes. Overall, faculty have concluded that new courses are not necessary, and that the current curriculum does not have any gaps, though in the next year, to deepen hands-on activities and community engagement, we will explore adding a 1 unit Professional Practice course offered in ART as an elective.

A key concern to support the Minor is developing funding for our service-learning, off-campus internships, as research studies have shown that unpaid museum internships are a common barrier for students from underserved and diverse communities. Therefore, as very few museums offer paid internships, one way to improve the Program will be to advocate for additional staff to support the development of professional partnerships, so that the requirements and needs of SF State Minor students can be communicated to partner museums, and to identify funding to support participation in off-campus internships. The Program also needs to work with the University to educate them that learning in professional programs such as Museum Studies is partly based on engagement with the museum community, and that this obligates the University to ensure that adequate resources, such as additional staff and funding, are in place, to support student internship placement and practical,
hands-on training. At the same time, based on the most recent review of PLOs, all syllabi will be reviewed to see where more diverse perspectives involving the museum community can be integrated into assignments and activities.

5. Your curriculum map and program learning goals should not be kept secret! Post them on your department website, put your map up where students can see it, provide it to new faculty and lecturers so that they can see how the course they teach fits into the curriculum. Keep refining the content of courses to better support the curriculum overall and keep refining the map to make sure that every course in the curriculum makes a contribution.

Give that this year you created a curriculum map, the next step would be to assess one or more program learning goals in the next academic year.