

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

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https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Museum Studies

Type of Program *

Graduate Program ▼

College of Arts and Sciences Division *

Arts ▼

Name/Title/E-mail Address of Submitter *

Kate Lusheck, Acting Academic Director and Associate Professor, chlusheck@usfca.eu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Paula Birnbaum (on sabbatical), Associate Professor, pjbirnbaum@usfca.edu; Marjorie Schwarzer, Administrative Director; mschwarzer@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

Museum Studies Program Mission:

The mission of the University of San Francisco's Master of Arts (M.A.) degree in Museum Studies is to shape leaders in museums and cultural organizations of all disciplines. Through a curriculum that emphasizes social justice, community engagement and hands-on experience, students acquire the skills and knowledge necessary to strategically transform museums in a constantly changing global context.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

Students who complete the M.A. in Museum Studies will be able to:

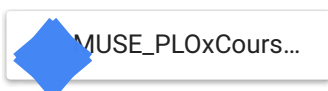
- 1) Articulate a critical understanding of the histories, challenges and methodologies related to museums as complex public service organizations.
- 2) Analyze institutional practices in light of USF's mission of social justice.
- 3) Apply skills essential for professional patterns of behavior and practice in all types of museums and similar organizations.

**These are newly revised PLOs as of AY2016-17 based in feedback from the Dean's Office in spring '17.

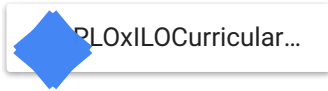
Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *



Please upload your PLOs to ILOs Curriculum map here *



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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

MUSE assessed PLO #2 from the new program learning outcomes across three courses in 2016-17: PLO #2 states: "Analyze institutional practices in light of USF's mission of social justice."

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other:

Brief description of student work products used to assess PLOs: *

The Museum Studies internship class (MUSE 610) added a new question to the portfolio to assess PLO2. We required all students to address the following question in their final portfolios:


**Social justice at the organization (2-3 pages): Does the organization articulate a stance on or a practice of social justice? If so, what is it? List specific examples where possible.

Faculty in the Museum Studies Capstone (MUSE 630) added a social justice component for the purposes of assessment this year. The course faculty specifically assessed a required section of the students' capstones that asked them to analyze and reflect upon the social issues raised by their investigation and individual topic. The question the students must answer (among many others) in the conclusion chapter of the capstone is: "Please conclude with your thoughts and reflections on the social justice aspect(s) of your project in relationship to what you learned in your graduate studies."

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric (focusing on social justice)

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

 Rubric_Museum St...

Who evaluated the student work product? Check all that apply. *

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

To assess MUSE 602: Museums and Social Justice, faculty used an end of semester survey, which all 21 students answered. Questions included: How would you define social justice to a friend? Did you connect the concept of "museums" and "social justice" prior to taking this course, and if so how? Has the connection between "museums" and "social justice" changed for you after taking this class? If yes, how? Was there something that resonated particularly strongly with you in the course readings? Did any of the assignments inspire you? If so, which one(s) and why? What are the top 3 most important issues for you pertaining to museums and social justice? How might you act upon what you have learned in this class in future courses in the program, including your internship & capstone, or in your career and community?

Attach survey/script/interview here as needed

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Results 

What were the direct data results? *

Three courses were assessed, two with direct data, one with indirect data. The internship course is a core course intended to develop and build upon the core coursework students complete during their first year of study. The final product is a portfolio of work. The capstone course requires students to produce an original, final written project related to museums that demonstrates their learning across the curriculum. The final product is a comprehensive paper as well as an oral presentation. The three courses that were assessed were taught from spring 2016 to summer 2017.

The rubric used addresses the five following questions and was applied to all three courses:

Q1: To what extent were students able to assess and adjust their own attitudes and beliefs in light of diverse communities and cultures in an institutional context and act accordingly?

Q2: To what extent were students able to connect and extend knowledge from the discipline of museum studies to critically analyze institutional practices in light of social justice missions in a museum context?

Q3: To what extent were students able to demonstrate a commitment to identifying and engaging in social and/or civic issues and public action in an institutional context?

Q4: To what extent were students able to be self-reflective about their behavior, attitudes and beliefs within the context of USF's social justice mission?

Q5: To what extent did students demonstrate an ability and commitment to contributing to USF's social justice mission through their actions in a museum and/or community context?

Direct Data for MUSE 610: Internship Class:

Q1: M=70% C= 30%; D=0%; I=0%

Q2: M=85%; C= 10%; D= 5%; I=0%

Q3: M=75%; C= 20%; D=5%; I=0%

Q4: M=85%; C= 10%; D= 5%; I=0%

Q5: M=80%; C= 20%; D= 0% I=0%

Direct Data for MUSE 630: Capstone Class:

Q1: M=75%; C= 20%; D=5%; I=0%

Q2: M=85%; C= 15%; D= 0%; I=0%

Q3: M=85%; C= 15%; D=0%; I=0%

Q4: M=95%; C= 5%; D= 0%; I=0%

Q5: M=85%; C= 5%; D= 0% I=0%

What were the indirect data results? (If applicable)

The Museums and Social Justice course (MUSE 603) is a core course in the Museum Studies Program. At the end of the semester, students are asked to write a final reflection on multiple issues that are raised in the rubric (and beyond), and this was the work that was assessed.

Indirect data results for MUSE 603: Museums and Social Justice (21/21 students):

Q1: M=0% C= 52%; D=38%; I=5%

Q2: M=0%; C= 19%; D= 52%; I=29%

Q3: M=0%; C= 29%; D= 57%; I=14%

Q4: M=0%; C= 14%; D= 62%; I=24%

Q5: M=0%; C= 24%; D= 43%; I=33%

How do you interpret these results? What do they mean? *

MUSE 603: Museums and Social Justice (spring 2016):

Data suggest that this course is properly described as a course that introduces and develops students' knowledge and thinking about social justice definitions, meanings, and the theories and histories surrounding social justice in a museum setting. It is not geared towards analyzing institutions as the Capstone is, nor necessarily on taking specific social justice actions in an institutional context.

As a result, it was expected that the students would score much higher in terms of cultural awareness and diversity issues (Q1) and in identifying and engaging in social/civic issues in an institutional context (Q3) than in other areas of the assessment, including those related to applying knowledge and social justice theory (Q2), in linking social justice issues in museums to USF's institutional mission (Q4), or in putting their social justice commitments to action (Q5). Q4 and Q5 were not surprising given the non-practicum nature of the course. However, given that the course was largely devoted to reading and discussion of historical and theoretical texts and current issues in museums and social justice, it was striking that students scored relatively low on Q3 in this final reflection. There seemed to be a disjuncture between the academic and action pieces of the social justice content, and the students' continually stated "passion" for social justice.

The data also suggest that the students are coming into the Museums and Social Justice course in their second semester with a great deal of enthusiasm and interest for the subject, and some prior knowledge of the issues surrounding social justice in a museum context. However, there is more work that could be done in the first semester of their graduate school career to introduce and engage this topic, but perhaps from different angles. (While this point was not assessed, it was clear from the reflections that students felt the course content overlapped perhaps too much with the MUSE 600; History & Theory class that fall.) More work could also be done to connect the important "knowledge-based" content of this course with more "active" ways that the topic of social justice is treated in the internship and capstone classes.

MUSE 610: Internship (summer 2017)

The faculty specifically assessed a two to three page required essay that asked students to analyze and reflect upon the social issues raised during their Summer internships. Faculty was pleased by the results because all students were able to engage this topic in a meaningful way. Indeed, the results exceeded expectations because all students were able to engage the topic of social justice within their internships at museums and cultural organizations. Seventy to 85% of students were able to attain mastery at engaging with social justice issues within an

institution and the same number demonstrated an understanding of USF's social justice mission. Not all of them were able to demonstrate a mastery of social justice issues, but this result helps the faculty to re-organize the capstone course, as noted above, to encourage more mastery in regard to PLO #2.

The data also suggests a commitment on behalf of students to USF's social justice mission. Significantly, at least four students noted issues in regard to diversity to human resources practices and two of those students are currently examining these issues in their capstones. We believe that the addition of this reflection exercise during the summer semester has enhanced the students' competence and mastery of PLO #2.

MUSE 630: Museum Studies Capstone (fall 2017)

The course faculty specifically assessed a required section of the students' capstones that asked them to analyze and reflect upon the social issues raised by their investigation and individual topic. Faculty was challenged by these results and feel that we could better encourage students to be self-reflective about their own attitudes and beliefs. Although 85 - 95% of students were able to demonstrate a commitment to engaging with social justice issues within an institution and same number demonstrated an understanding of USF's social justice mission in the choice of their capstone topic, not all of them were able to demonstrate the ability to reflect on their own behavior in this regard, nor were some willing to challenge (in writing) an institution or practice.

The students seem to be choosing appropriate topics in the museum studies field, and are targeting their research materials well to their individual interests as well as USF's social justice mission. Some students' analysis of social justice issues within institutional practices were remarkably sophisticated, especially in the realm of advocating for marginalized communities' access to museum resources. Yet a few others were not able to articulate a strong argument in this regard or were reluctant to do so.

Summary

In consideration of all of the data from the three courses in light of PLO2, we are pleased with the results, although we see room for creating more bridges and scaffolding between courses and content during the first year of graduate study which focus, vis-a-vis PLO2, more on the historical, theoretical, and practical concerns of social justice in museum studies, than on the "action" and institutional analysis pieces that are honed mostly in the internship and capstone classes. Joining theory to practice, and further complicating the idea of the many ways that promoting "social justice" can be defined and enacted in an institutional environment like museums remains one of our biggest priorities and challenges.

Ultimately, we believe these results provide evidence that our students are committed to USF's social justice mission as well as identifying social justice issues that impact a specific institution, and that our curriculum, while it could likely be further refined, is still significantly contributing to the mastery of this outcome for the majority of our students.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: Possible revision of draft curricular and ILO maps (upon Paula Birnbaum's return)

Description of the Proposed Changes (as checked above): *

After our first Academic Program Review in spring 2019, we may choose to reassess the way that the social justice pieces of the curriculum are taught in the program (including in the core Museum and Social Justice course), and the relationship between all courses that contribute to the PLO2 outcome in this regard. Further refined scaffolding and course content may be needed. Until then, we would like to finalize our curricular and PLO/ILO maps this year, and are trying a new course: MUSE 690: Cultural Heritage and Social Justice to help determine if the social justice course might eventually be changed successfully to also add further content to our program in the area of cultural heritage and preservation. Finally, we may also need to revise the current rubric to focus less heavily on the institutional piece, and allow for other social justice pedagogies and content that come out in the Museum and Social Justice course (and others, like MUSE600: History & Theory) that are not focused on institutional practice or direct action in this context. It would also be preferable if social justice history and theory could be joined to practice across the curriculum in this regard. All in all, though, we are hoping to not make too many changes in the coming year before our APR, in the hopes that the APR can offer feedback that would help us make more informed refinements and/or curricular or course changes if needed.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

We see no reason to amend the assessment plan at this time.

This form was created inside of Faculty & Staff DonsApps.

Google Forms

MUSEUM STUDIES 2016- 2017 ANNUAL ASSESSMENT REPORT

Rubric for Museum Studies PLO2: Analyze institutional practices in light of USF’s mission of social justice.

	Mastery - 4	Competency - 3	Developing - 2	Introductory - 1
Diversity of Communities and Cultures in institutional context	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures in institutional context. Promotes others’ engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from the diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures in institutional context.
Analysis of Knowledge and Institutional Practices	Connects and extends knowledge (facts, theories, etc.) from the discipline of museum studies to social justice and to one’s own participation in in a mission-driven institution. Shows mastery in critically analyzing institutional practices in light of social justice issues.	Analyzes knowledge (facts, theories, etc.) from the discipline of museum studies making relevant connections to social justice and to one’s own participation in in a mission-driven institution. Shows competency in critically analyzing institutional practices in light of social justice issues.	Begins to connect knowledge (facts, theories, etc.) from the discipline of museum studies to social justice and to one’s own participation in in a mission-driven institution. Shows basic capacity in critically analyzing institutional practices in light of social justice issues.	Begins to identify knowledge (facts, theories, etc.) from the discipline of museum studies to social justice in a mission-driven institution. Shows minimal interest in critically analyzing institutional practices in light of social justice issues.
Identity and Commitment	Provides evidence of experience in civic and/or institutional engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic and/or institutional engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment or good social purpose.	Evidence suggests involvement in civic engagement and/or institutional activities is generated from expectations or course requirements rather than from a sense of civic identity or good social purpose.	Provides little evidence of her/his experience in civic and/or institutional engagement activities and does not connect experiences to civic identity or good social purpose.
Self-Reflection in the Context of USF’s Jesuit Mission of Social Justice	Demonstrates high level of discernment and/or self-reflection about institutional approaches to social justice in a museum or related cultural context, and their relationship	Demonstrates significant evidence of discernment and/or self-reflection about institutional approaches to social justice in a museum or related cultural context, and	Demonstrates basic level of discernment and/or self-reflection about institutional approaches to social justice in a museum or related cultural context, and their relationship to	Demonstrates minimal evidence of discernment and/or self-reflection about institutional approaches to social justice in a museum or related cultural context, and their relationship to USF’s Jesuit mission.

	to USF's Jesuit mission. .	their relationship to USF's Jesuit mission.	USF's Jesuit mission.	
Social Justice in Action	Demonstrates high ability and commitment to collaboratively work across and within cultural, community contexts and structures to achieve social justice in light of USF's institutional mission.	Demonstrates ability and commitment to work actively within cultural, community contexts and structures to achieve social justice in light of USF's institutional mission.	Demonstrates experience in identifying intentional ways to participate in community contexts and structures in light of USF's institutional mission.	Experiments with civic contexts and structures; shows minimal knowledge of relationship to USF's institutional mission.

Definition:

“Social Justice is ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes’ (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions where individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.”

Source: Rubric and Social Justice definition adapted from Viterbo University's "Social Justice Value Rubric," based in General Education Assessment/VALUE Rubrics/VU Rubrics 2010-2011: Social Justice 628, 2011; ; accessed August 10, 2017: https://www.viterbo.edu/sites/default/files/academics/core_curriculum/social_justice_first_revision_of_civic_engagement_2122011_6282011.pdf

PLO1

Newly revised Museum Studies Curricular map, 2017 -- DRAFT (to be revised upon Paula Birnbaum's return from sabbatical)

1) Articulate a critical understanding of the histories, challenges and methodologies related to museums as complex public service organizations.

Courses or Program Requirement

600 Museum Studies: History & Theory (Seminar, required)	I
601 Cultural & Financial Management (Seminar, required)	D
602 Museums & Social Justice (Seminar, required)	D
603 Collections Management & Preservation (Seminar, required)	I
605 Curatorial Practice Practicum (Seminar, elective)	
606 Exhibition Design Practicum (elective, Studio)	
607 Museums & the Law Practicum (Seminar, elective)	D
608 Museums & Technology Practicum (Seminar, elective)	
609 Museum Education Practicum (Seminar, elective)	D
620 Graduate Internship (online)	M
630 Museum Project Management Capstone (Seminar)	M

Key:

I = Introductory

D = Developing

M = Mastery

PLO2

PLO3

2) Analyze institutional practices in light of USF's mission of social justice.

3) Apply skills essential for professional patterns of behavior and practice in all types of museums and similar organizations.

I

I

D

D

D

I

D

D

D

D

D

D

M

M

Institutional Learning Outcomes X Program Learning Outcomes - Museum Studies 2017 Draft (to be revised upon Paula Birnbaum's return from sabbatical)	PLO1	PLO2	PLO3	
Institutional Learning Outcomes				
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	I/D	D		
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	I/D	D	D/M	
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	I/D	I/D	D	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	I/D		D/M	
5. Students use technology to access and communicate information in their personal and professional lives.	I/D		D	
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	I/D		I/D	
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	I/D	D	D	

Key:
I = Introductory
D = Developing
M = Mastery