

M.A. Museum Studies Academic Assessment Plan- AY 12/13

College of Fine Arts
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Academic Assessment Plan for M.A. Museum Studies

College of Fine Arts

A. Mission

The MA in Museum Studies consists of both academic preparation and practical experience. The curriculum allows students the opportunity to do graduate work in a disciplinary emphasis (art, art history, anthropology, history, the natural sciences, education, among others) and at the same time to complete a concentrated study in professional museum practices.

Upon completion of the program, graduates will have attained the skills and knowledge necessary to pursue careers in a variety of institutions, including art museums, natural history museums, history museums, anthropology museums, children's museums, historic sites, and various other interpretive sites and institutions.

The MA in Museum Studies = supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts [Mission Statement](#)).

The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life."(University of Florida [Mission Statement](#)).

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Indicates broad knowledge of the responsibilities of museum departments and how they function together	Pass the following, as evaluated by a supervisory committee: 1. Thesis Project Proposal 2. Thesis Project Report	Campus

Skills	2. Constructs coherent written articulation about specific knowledge of a specialized area of museum work 3. Appraises pertinent issues raised by the project and evaluates them	Pass the following, as evaluated by a supervisory committee: 1. Thesis Project Report	Campus
Professional Development	4. Assembles skills needed for a specific museum job 5. Produces a coherent verbal presentation	Pass the following, as evaluated by a supervisory committee: 1. Thesis Project 2. Thesis Oral Defense	Campus

C. Research

The School of Art + Art History at the University of Florida offers the Master of Arts degree in Museology at one of the nation's most comprehensive research institutions. Housed in the College of Fine Arts, the two and a half year, 47 credit hour MA offers an opportunity for advanced study in a disciplinary field as well as museology. The Museum Studies program is highly competitive and enables students to receive unique educational opportunities designed for their particular interests and skills. The interdisciplinary nature of the program is designed to prepare students for successful careers in various positions within museums and cultural institutions.

The Museum Studies graduate degree at the University of Florida is a two-and-a-half year interdisciplinary program that emphasizes rigorous academic training and practical museum experience. Students complete graduate coursework in an academic discipline (anthropology, art history, education, history, and natural sciences, for example) and museology while pursuing focused study of professional museum practice in a museum setting. Several on-campus sites provide students with laboratories for museum training, including the Florida Museum of Natural History, Samuel P. Harn Museum of Art, and the University Galleries.

Students are required to complete a project-based, full time internship at an approved museum in the United States or abroad. In consultation with the director of the Museology program, students have interned at Getty Museum, National Park Service, Guggenheim Museum, Metropolitan Museum, San Francisco Zoo, Smithsonian Museum of American History, National Gallery, Galacia Jewish Museum (Krakow, Poland), and the Churches Conservation Trust (Glastonbury, England).

Students complete the master's program by writing a thesis or carrying out a project-in-lieu-of-thesis.

Assessment SLOs	Assessment 1	Assessment 2
Knowledge		
#1 Indicates broad knowledge of the responsibilities of museum departments and how they function together	Thesis Project Proposal	Thesis Project Report
Skills		
#2 Constructs coherent written articulation about specific knowledge of a specialized area of museum work	Thesis Project Report	
#3 Appraises pertinent issues raised by the thesis project and evaluates them	Thesis Project Report	
Professional Behavior		
#4 Assembles skills needed for a specific museum job	Thesis Project	Thesis Project Oral Defense
#5 Produces a coherent verbal presentation	Thesis Project	Thesis Project Oral Defense

C. Assessment Cycle

MA in Museum Studies, School of Art & Art History, College of Fine Arts

Data Collection:	Spring/Fall Terms of Indicated Year (F12-S13)
Analysis and Interpretation:	Subsequent Fall Term (F13)
Improvement Actions:	Subsequent Spring Term (S14)
Dissemination:	Next academic year (F14-S15)

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1				X	X	X	X
Skills							
#2				X	X	X	X
#3				X	X	X	X
Professional Behavior							
#4				X	X	X	X
#5				X	X	X	X

Note: No data was collected in AY 2010-2012

D. Measurement Tools

On the whole, the measurement tools for assessing progress toward the M.A. in Museum Studies involve a combination of coursework and internships. This knowledge, these skills, and this professional behavior are ultimately assessed in the thesis or the project-in-lieu-of-thesis.

A successful thesis project involves defining a topic that will make a contribution to the museum field as a whole and specifically to a particular institution. This topic is then refined with the assistance of the chair of the thesis project committee and a supervisory museum person(s). Once the project has been defined and approved, the student meets with his/her thesis committee and outlines her/his project proposal. After considering comments and suggestions, the student completes the proposed project and begins the process of writing the thesis project report. This written document is presented at an oral defense and assessed by a committee of graduate faculty.

Please see appendix A for a comprehensive rubric use to measure the SLOs.

Both direct and indirect measures would be taken into account

Methods:

During the fall review and analysis cycle, a faculty committee will review the DIRECT and INDIRECT DATA, answering key questions such as:

What does the data show us about each individual SLO?

And

What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- *change the SLOs and ALC
- *change the data collected (assignments, etc.)
- *change the curriculum

DIRECT DATA: The MA chair will complete the rubric (Appendix A) based on the committee's findings at the conclusion of the MA thesis defense. The chair will supply the school office with the rubric. The school office will electronically collect a copy of the thesis. These data samples will be submitted online or in hard copy, as appropriate. Both will be de-coupled, meaning that no grades, no student identification, and no comments will be on the data (rubric or paper). In the fall assessment and analysis cycle, samples will be reviewed based on recommended sample sizes according to the number of students in the program.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research in the Spring. During the spring semesters, the Dean's Office will collect the INDIRECT DATA for the ARE6973 and the degree program.

The assigned committee made of faculty from the degree program would meet the fall semester of the review and analysis year to generate a report that would be submitted to the College office, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made for the next academic year.

E. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Prof. Richard Heipp	Director School of Art & Art History	heipp@ufl.edu	(352) 273-3021
Associate Prof. Lauren Lake	Assistant Director School of Art & Art History	lglake@arts.ufl.edu	(352) 273-3032

APPENDIX A. Museum Studies Rubric- Thesis Project Proposal

Score	3	2	1	0	SCORE
	Exceptional	Accomplished	Competent	Unsatisfactory	
	Evidence of exceptional performance and competence.	Evidence of an accomplished level of competency.	Demonstrates competence	Does not demonstrate competence	
Knowledge					
Indicates broad knowledge of the responsibilities of museum departments and how they function together	Defines clearly how the project makes major contribution to the field of museum work and to the museum in which the project was completed	Defines credible framework for understanding the project within the context of museum practice	Defines how project contributed to the museum in which the project was completed, but does not place it in broader perspective of museum practice	Does not define a clear justification for the value of the project	
Skills					
Constructs coherent written articulation about specific knowledge of a specialized area of museum work	Composes a text that skillfully conveys meaning with clarity and fluency	Composes a text that conveys meaning but may lack either clarity or fluency and may include a few errors	Composes a text that conveys meaning generally but lacks specificity and may include errors	Composes a text in such a way that the intent and implementation of the project is unclear	
Appraises pertinent issues raised by the project and evaluates them	Compares the strengths and weaknesses of the project and assesses solutions to problems	Compares some strengths and weaknesses but fails to recognize fundamental issue(s) raised by the project; assesses some solutions to problems	Compares very little; assesses some solutions to evident problems	No critique; addresses only the most obvious issues raised by the project	
Professional Behavior					
Assembles skills needed for a specific museum job	Formulates an outstanding project and demonstrates exemplary practice (as defined in the project proposal, thesis project and report) in completing the project	Formulates an very good project and demonstrates professional practice (as defined in the project proposal, thesis project and report) in completing the project	Formulates an acceptable project and demonstrates professional practice (as defined in the project proposal, thesis project and report) in completing the project, but may need substantial supervision	Formulates an acceptable project but does not demonstrate professional practice (as defined in the project proposal, thesis project and report) or does not complete the project	
Produces a coherent verbal presentation	Organizes presentation with minimal reference to notes	Organizes presentation with an obvious reliance on notes	Organizes presentation in an acceptable manner but may have gaps or inconsistencies. Discussion may be somewhat confused at times	Presentation is disorganized and articulation is garbled.	

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				