

Museology Certificate Academic Assessment Plan 2012-13

Institutional Assessment
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Office of the Provost

University of Florida

Institutional Assessment

*Continuous Quality
Enhancement Series*

Museology
Certificate Program

College of Fine Arts

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Museology

College of Fine Arts

2012-13 Certificate Academic Assessment Plan

A. Rationale

The certificate in Museology at the University of Florida meets the needs of current graduate degree seeking students who wish to add a museum component to their current degree program in order to better understand museum professional practices and to expand their employment options. The certificate provides a curriculum for students who wish to be trained in core museum practices and therefore would be in a strong position to meet future employment challenges and opportunities in wider fields based on their experience through a Museum Studies concentration.

B. Mission

The Museology Certificate builds on the interdisciplinary nature of museums and enables students to have a broad knowledge of museum practices. Through the study of museum issues, audiences, resources, responsibilities and obtaining skills needed for museum jobs, students The Certificate in Museology supports the school's mission: "Our comprehensive curriculum provides superior instruction in the areas of studio art, design, art education, art history, and museum studies, and also prepares students for advanced study or potential employment in art related fields as diverse as museum operations, advertising, information graphics and production, and arts management. " (School of Art + Art History [Mission Statement](#)). The Certificate in Museology supports the college's primary mission to "The College also offers substantial general education and service courses to non-arts majors and intends to continue this service in the coming years." (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](#)).

C. Student Learning Outcomes (SLOs)

1. Identifies, describes, and explains theoretical issues confronting the field of Museum Studies in the U.S. and internationally.
2. Identifies characteristics of museum audiences, names resources and techniques, and describes the responsibilities of Museum specialists.
3. Critically analyzes pertinent Museum issues and writes effectively for relevant audiences.
4. Assesses the importance of issues within the larger museum context and designs appropriate actions to address them
5. Identifies particular museum audiences and designs programs to meet their needs and those of the museum
6. Applies skills necessary to work with museum objects and to create museum exhibitions.

D. Assessment Timeline for Certificates

Program Museum Studies

College of Fine Arts

Courses SLOs	Exhibition Proposal (ARH 6836)	Strategic Plan (ARH 6930)	Research Paper (ARH 6985, 6797,6836,6930,6938)
#1		X	X
#2	X		
#3			X
#4		X	
#5	X		
#6			X

E. Assessment Cycle Chart for Certificates

Data Collection: Fall and Spring 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)

Program: Museum Studies

College of Fine Arts

Year SLOs	12-13	13-14	14-15	15-16	16-17	17-18
#1	X		X		X	
#2	X		X		X	
#3	X		X		X	
#4		X		X		X
#5		X		X		X
#6		X		X		X

Disclaimer: No data was collected in 2011-12.

F. Methods and Procedures

Both direct and indirect measures would be taken into account.

Methods:

During the fall review and analysis cycle, the faculty teaching in the certificate program will review the DIRECT and INDIRECT DATA as they best determine, 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 faculty will randomly sample actual student work from designated courses, in a variety of formats, based on projects and assignments from those courses. The faculty will develop appropriate rubrics based on the nature of the student samples. Samples will be collected 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.

G. 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
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Figure 1: Rubric – Museum Studies Certificate

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.	