



Assoc. of Arts in Museum / Gallery Studies Program Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at [consult resources on the Assessment website at http://www.caspercollege.edu/assessment/index.html](http://www.caspercollege.edu/assessment/index.html).

1. **Program: Museum/ Gallery Studies**
2. **Department: Visual Arts**
3. **School: School of Fine Arts and Humanities**
4. **Person(s) Responsible for Developing Plan: Valerie Innella, Ph.D.**
5. **Email: vinnella@caspercollege.edu**
6. **Phone: 307.268.2060**
6. **Date Submitted: 11/10/11**

1. Does this program offer distance learning? No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

From the NASAD Self-Study:

Purpose of the Visual Arts Department:

The Visual Arts Department will provide a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of Casper College, this education serves as the foundation for further study and meaningful participation in contemporary society.

From the CC Handbook 2011-2012 description of the program:

This program is designed for students interested in pursuing a museum or gallery career. The degree is especially appropriate for students interested in art, historical, or anthropological informal learning institutions and allows focus in other areas such as geology or paleontology. The courses provide an understanding of basic operations of a museum or gallery such exhibit design, education, collections management, marketing, and an overview of the history and changing role of these facilities in society.

2. *List the student learning outcomes for the program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each program.)

Learning Outcomes:

- 1. Curate (design) and produce a museum exhibition with related educational program along with marketing for the exhibition

- 2. Execution of the handling of art/artifacts in an appropriate manner
- 3. Create entries for art/artifacts using cataloguing and database software such as Past Perfect
- 4. Demonstrate presentation skills and the ability to organize information
- 5. Critique an exhibition and/or museum environment in relationship to the history and function of museums/galleries in society

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

Learning Outcomes:

- Curate (design) and produce a museum exhibition with related educational program along with marketing for the exhibition
- Execution of the handling of art/artifacts in an appropriate manner
- Demonstrate presentation skills and the ability to organize information
- Critique an exhibition and/or museum environment in relationship to the history and function of museums/galleries in society

How the Learning Outcomes relate to curriculum units and the goal of the program:

These learning outcomes are directly related to the stated goal of the program and reflect unit goals and objectives. For example, students enroll in ART 1300 and course level goals correspond to these learning outcomes. These learning outcomes must also be assessed by the student and instructor before enrollment in some other program coursework such as ART 2990. In addition, the Anthropology and Art History courses provide a foundation for the type of artifacts/objects the students will encounter as part of the museum studies coursework. Additionally, the Art History courses provide an overview of the evolution of display techniques leading to the modern museum and art gallery. As outlined in the NASAD Handbook that accredits this degree program, "Preparation in museology includes a strong major in the history of art"; thus, the Art History ART 2010, ART 2020, and ART 2035 courses have unit goals that relate to the student learning outcomes of the program. The Physical Anthropology (ANTH 1100) course is directly related to these learning outcomes because it allows students to discuss problems of and solutions to looting and site destruction today and to appreciate the value of and difficulties inherent in Cultural Resource Management.

Learning Outcome:

- Create entries for art/artifacts using cataloguing and database software such as Past Perfect

How the Learning Outcomes relate to curriculum units and the goal of the program:

This learning outcome is also directly related to those stated above since the handling of artifacts is learned in ART 1300 and is further examined in ART 2023 where students learn to catalog these items. The Museum Training Internship ART 2990 immerses the student in a supervised museum environment for a practical application of the curriculum. The NASAD Handbook recommends that "Museum Studies programs should be offered when the institution...has a close working relationship with a nearby, major, separate museum".

Learning Outcomes:

- Demonstrate Presentation Skills and the ability to organize information
- Critique an exhibition and museum environment in relationship to the history and function of Museums/Galleries in society

How the Learning Outcomes relate to curriculum units and the goal of the program:

These outcomes are explored in ART 1300 where students present information on select museums around the world. Students are also asked to critique the exhibition they curate based on the satisfying experiences reviewed during the semester. Thus, participants critique exhibitions and museums based on their knowledge of the function of the institution in society. In addition, presentation skills are explored in COM 1000, a major requirement of this degree.

4. Describe how and by whom assessment findings will be used.

Findings are used by our national accrediting group during review, the School of Fine Arts and Humanities during the Departmental Review, and the program advisor for student placement at internships, service-learning projects and any degree edits. Some findings are from courses, thus collected during each semester. Other analysis is performed yearly based on graduating student questionnaires. In addition, there is reflection on how student learning outcomes meets program goals yearly and by national accrediting bodies every ten years. Findings are comprised of both direct and indirect evidence. Examples of how findings are used are:

- Direct evidence is reviewed by the National Association of Schools of Art and Design (next review 2019) and the Casper College Dean of Fine Arts and Humanities with the Vice-President of Academic Affairs (presented as part of the Departmental Review every three years (next review November 2011)).
- Indirect evidence assessment occurs in discussions at national museum conferences each year such as the Mountain-Plains Museum Association and Colorado-Wyoming Association of Museums. These meetings allow for discussion with museum professionals that work with the students through internships and hire them as professionals in their respective institutions as well as discussions of trends in the field for museum studies program advisors (yearly). These meetings have yielded degree plan changes. For example, based on discussions with museum professionals at conferences (and graduating student surveys and personal communication) the degree plan was modified in 2010 deleting Business courses and adding Communication courses as well as a choice of Anthropology courses.
- The program learning outcome of “curate (design) and produce a museum exhibition with related educational program along with marketing for the exhibition” was also reviewed in an article published in Art Education Journal by the program advisor (2010). This publication allowed discussion by educators on a national scale and has been influential in course unit goals reflection.
- Indirect evidence of the goals of “curate (design) and produce a museum exhibition with related educational program along with marketing for the exhibition” and “critique an exhibition and/or museum environment in relationship to the history and function of museums/galleries in society” is shared with students in the following semesters courses such as ART 1300 to plan for their own experience in those areas (yearly).

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

	A	B	C	D	E
Program Learning Outcome	How/Where is outcome learned?	Evidence/ Indicator(s) of Learning	Collection method(s) for each source of evidence	Analysis method(s) for each source of evidence	Feedback Procedures (Faculty, staff & students)
I. Curate (design) and produce a	ART 1300 ART 2990	1) Exhibit 2) corresponding	ART 1300: Personal	The Program Advisor	ART 1300: Program

museum exhibition with related educational program along with marketing for the exhibition		signage 3)publicity pieces 4)published materials associated with the exhibit 5)written assignments/ class discussions	communication, assessment worksheets rubric and class discussion, numerical grade on the projects, museum staff feedback on exhibition ART 2990: Individual student journal record of assignments and assessment (Rubric to be created Spring 2012)	analyzes sources of evidence for modifications to the course units	Advisor shares feedback with Program Director (Department Chair) and Dean through Departmental Review ART 2990: Instructors relay this information to the program advisor
2.Execution of the handling of art/artifacts in an appropriate manner	ART 1300 ART 2023 ART 2990	At least one project in each course listed where participants handle museum collections	Instructor grading rubric and observations ART 2990 Individual student journal record of assignments and written personal assessment (Rubric to be created Spring 2012)	Varies by courses listed, Evidence is passed to the Program Advisor for review	Instructors relay this information to the program advisor
3.Create entries for art/artifacts using cataloguing and database software such as Past Perfect	ART 2023 ART 2990	Students utilize the computer software and catalog	Instructor observations and grading rubrics for progress, ART 2990 Individual student journal record of assignments and assessment (Rubric to be created Spring 2012)	Varies by courses listed Evidence is passed to the Program Advisor for review	Instructors relay this information to the program advisor
4.Demonstrate presentation skills and the ability to organize	ART 1300 ART 2010 ART 2020 ART 2035	ART 1300 / COM 1000 there are course	Observations /Grading rubrics for tests	Varies by courses listed, Evidence is passed to the	Instructors relay this information to the program

information	COM 1000	participant presentations, ART 2010, 2020, and 2035 research papers	(Grades given by the COM instructor of record and their process of analysis will be explored in Fall 2013)	Program Advisor for review	advisor (Fall 2013 there will be a focus on feedback from the COM 1000 Instructors)
5.Critique an exhibition and/or museum environment in relationship to the history and function of museums/galleries in society	ART 1300 ANTH 1100	Written assignments, class discussions, tests, student presentations in class	Observations/grading rubrics	Varies by courses listed, Evidence is passed to the Program Advisor for review	Instructors relay this information to the program advisor

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Responsibility

The responsibility for completing the assessment plan is the program advisor with review by the CC Assessment Director and committee.

Timeline

Fall 2011: Complete Assessment Plan and make edits based on Assessment Committee Feedback and Departmental Review by Dean and VP for Academic Affairs

Spring of 2012: The program advisor will implement tools for museum personnel who work with ART 2990 participants for assessing/ grading their progress. For example, a grading rubric for mid-term and final grades based on responsibilities, skills and knowledge progress as outlined in the course syllabus.

This is directly related to the Learning Outcomes 1, 2 and 3.

Fall 2012: The assessment focus will be on Learning Outcomes 1 and 5 based on the ART 1300 tentatively being offered that semester.

Spring 2013: The assessment focus will be on Learning Outcomes 2 and 3 based on ART 2023 tentatively being offered that semester.

Fall 2013: The assessment focus will be on Learning Outcome 4 with consultation with the faculty of record for the courses related to Learning Outcome 4.

Spring 2014: TBA

Yearly:

Thus, continued discussions at conferences each year to determine the most up-to date needs of the museum for graduates and to assess student learning outcomes is imperative. For example, discussion at the Casper Museum Consortium as well as at MPMA reveals that museum studies graduates may also need some background in technology such as the ability to create and maintain a website; this is especially important in smaller museums and 100% of our graduates that have sought museum jobs are in institutions classified as "small" with less than 20 employees, some with one full-time staff person.

Process

DIRECT: Creating Rubrics for Internship Supervisors, Utilization of the tool "Museum Studies Programs: Guide to Evaluation" (published by the American Association of Museums) for Fall 2012. Other specific tool/processes to be determined.

INDIRECT: In addition, the indirect indicators of learning for several program learning outcomes were reviewed by the program advisor at conferences such as: "Innovation, Initiative and Service: Museum

Studies Programs and Museums” at the Mountain Plains Museum Association Conference, "Professing Art" at the College Art Association, "Engaging Pedagogy: Service-Learning and the Community" at ReVisioning the (W)hole III, "New Kids on the Block: Training the Next Generation" at the Colorado-Wyoming Association of Museums, "Building Connections to the Community through 'Artistic' Civic Engagement" at the NISOD Annual International Conference on Teaching and Leadership Excellence, and "The Campus Art Gallery and Museum Studies Curriculum: A Partnership in Student Service Learning" at the Southeastern College Art Conference. These presentations were discussed by attending museum professionals and other museum program instructors who provided feedback on the Learning Outcomes of 1 and 4; this type of indirect assessment will continue each year.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
 - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*
 - b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*
 - c. *What external sources were consulted in the development of this assessment plan?*
 - d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

a. **Timeline:** The finalized plan should be submitted to the Assessment Committee in Fall 2011 and will also be part of the Departmental Review in Fall 2011. This plan was generated by the program advisor with advisement from the Assessment Director. Several members of the Visual Arts Department faculty also read this plan. The Museum/ Gallery Studies degree is reviewed each semester and yearly through student graduate exit surveys, evaluation from supervising museums for individual students, student employment, and through individual course assessment that will allow for reflection by the program advisor. In addition, the degree program is currently approved by the National Association of Schools of Art and Design and will be reviewed again in 2019. The NASAD standards were used for guidance in determining student learning outcomes.

b. **Student Input:** Graduating student exit surveys, course assessments, student journals as well as attendance by students at national conferences for museums allows for indirect evidence. Assessment had begun with the first year the program was offered. For example, as stated above based on discussions graduating student surveys and personal communications, the degree plan was modified in 2010 deleting Business courses and adding Communication courses as well as a choice of Anthropology courses.

c. **External Resources:** The external source utilized for the development of this plan was "Museum Studies Programs: Guide to Evaluation" (published by the American Association of Museums). The plan was also reviewed by the Director of Assessment and approved by NASAD. In addition, the museums that supervise interns were consulted regarding student progress inclusive of the Nicolaysen Art Museum, The Tate, Fort Caspar, Western History Center and the Veteran's Museum. Continued discussions at conferences each year to determine the most up-to date needs of the museum for graduates and to assess student learning outcomes is imperative.

d. **Personnel:** There is currently one full-time faculty member in the Visual Arts Department that allocates time to assessment for the Museum/Gallery Studies degree program. Any edits to the program

are approved by the Program Director, Dean of the School of Fine Arts and Humanities, the Curriculum Committee and Faculty Senate to then be approved by the CC administration.