

Louisiana State Museum

Prepared for:

Louisiana Department of Culture,
Recreation and Tourism



The Louisiana Research Team



Acknowledgements

This report was prepared by **Marianne Hawkins Marcell**, Research Analyst at the University of New Orleans with the assistance of **Melody Alijani**, Assistant Tourism Research Analyst, at the University of New Orleans. Thanks is also given to **Janet Speyrer, Ph.D.**, Associate Dean for Research, College of Business, University of New Orleans for her direction on this project and help with the surveys and economic analysis. Thanks and recognition is also given to the **LSU Public Policy Research Lab** and to **Dek Terrell, Ph.D.**, Director of the Division of Economic Development and Forecasting, College of Business, LSU, and **Ryan Bilbo**, Research Associate, Division of Economic Development and Forecasting, College of Business, LSU for helping with data collection. Recognition and thanks also go to **Robert Wheat**, Interim Director, **Tamra Carboni**, Deputy Director (retired), **Leonard Lewis**, Administrative Manager and **Kacey Hill**, Marketing and Public Relations for their valuable help in providing State Museum data and feedback, and for their cooperation and help with the project. Finally, recognition is given to various other members of the **Louisiana Research Team** who provided specific information relevant to the results reported.

Executive Summary

This study examines the role of the Louisiana State Museum in terms of its contribution to the economy and to the quality of life in Louisiana for the year 2004-05. Some data, collected in January and February 2006, help to define the role of the museums in the period immediately following Hurricane Katrina.

RETURN ON INVESTMENT

- The return on investment is 7.0; that is for every dollar the state invests into the State Museum, it sees a return of \$7.00 in economic impact to the State of Louisiana.
- Taxes generated in the state of Louisiana total \$2,697,645.
- As a result of the State Museum, 666 total jobs are created, with total earnings of \$10,946,033.

VISITOR PROFILE

- 16% of museum visitors were from Louisiana, 84% were from outside of the state. Visitors from outside of Louisiana bring fresh dollars into the economy.
- 18.3% of visitors reported being from other than the United States. Of those visitors who reported being from outside of the U.S., 29% were from the UK and 15.9% were from Canada.
- The overwhelming majority of visitors, 92.7%, reported staying overnight in New Orleans.
- Visitors who stayed overnight stayed an average of 4.6 nights.
- Slightly over half of all visitors (53.6%) reported that this trip was their first to New Orleans.
- 60.8% of respondents who had visited New Orleans before indicated they had done so between 2 – 5 times, 17% of respondents who had visited New Orleans before indicated they had done so between 6 – 10 times. Additionally, 22.2% indicated they had visited 10 or more times.
- Approximately two-thirds of visitors (73.1%) indicated the primary purpose of their visit to New Orleans was for the purpose of vacation/pleasure.
- 7.2% of visitors indicated that they came for the primary purpose of visiting the Louisiana State Museum.
- 10% of visitors indicated that they extended their stay in order to visit the Louisiana State Museum.
- 66.7% of visitors that extended their stay did so for ½ day; 33.3% indicated they extended their stay for 1 day. The average extended stay was .667 day.
- 8.4% of visitors considered the Louisiana State Museum to be very important in their decision to come to New Orleans, and another 21.2% considered it to be somewhat important.
- State Museum visitors indicated they spent on average \$1,068.68 on their trip to New Orleans. The median expenditure was \$800.00.
- On the day they were surveyed, 48.2% of respondents indicated visiting the Cabildo/Arsenal, 31% indicated they visited the 1850 House, 30.4% reported visiting the

Presbytere, 23.3% visited the Old US Mint, 2.7% visited Madame John's Legacy and 1.1% reported visiting another museum.

- In the last 12 months, 43.5% of respondents indicated they visited the Cabildo/Arsenal, 36.2% visited the 1850 House, 34.1% visited the Presbytere, 29.0% visited the Old US Mint, 5.1% visited Madame John's Legacy, 3.6% visited the Old Courthouse, 1.4% visited the E.D. White Historic Site and 3.6% reported visiting one of the other museums.
- 32.4% of respondents indicated they learned about the State Museum from travel guides/books/magazines. About a quarter of all visitors (26.4%) discovered the State Museum while they were passing by, 13.4% learned about the museum from friends/family and co-workers and 13.1% learned about the museum via the Internet.
- Over three- quarters (78.8%) of visitors to the State Museum were first time-visitors.
- Of those visitors that indicated they had visited the State Museum before, the mean number of prior visits was 3.3.
- About one- third (34.1%) of visitors planned to make a purchase in the gift shop.
- 94.9% of respondents strongly agree or agree that the State Museum is an educational experience.
- 94.4% of respondents strongly agree or agree that the State Museum does a good job of preserving Louisiana's cultural history.
- Only 44.8% of respondents strongly agree or agree that the State Museum makes the public aware of traveling exhibits. 7.2% of respondents either disagree, or strongly disagree that the State Museum makes the public aware of traveling exhibits. Nearly half, (48.1) of all respondents are neutral on this issue.
- 94.9% of all respondents strongly agree or agree that the State Museum has expanded their awareness of Louisiana's cultural history.
- 90.5% of all respondents strongly agree or agree that the building which houses the museum appears to be authentically preserved.
- Only 8.9% of respondents indicated they had visited the State Museum website.
- Of those respondents who visited the Louisiana State Museum's website, 85% either strongly agreed or agreed that they were aware of on-line exhibits, publications and other resources through the museum's web page.
- Visitor satisfaction at the Louisiana State Museum was high; 4.42 on a scale of 1 to 5.
- 86.1% of respondents indicated that their visit to the State Museum either met, or exceeded their expectations.
- The mean number of people in visitors' parties was 3.06
- The vast majority of visitors (96.0%) were not part of a tour group.
- About one-fourth (23.6%) of visitors to the Louisiana State Museum had children under 18 with them on their visit.
- 13.5% of visitors to the Louisiana State Museum are retired.
- 13.1% of visitors to the Louisiana State Museum were students.
- 42.2% of visitors to the Louisiana State Museum fall into the 34 – 49 year old age group. 26.4% are between 50 – 64 and 20.2% are between 25 – 34.
- 20.1% of visitors to the Louisiana State Museum earn between \$25,000 - \$49,000. 19.2% earn between \$50,000-\$74,000 and 14.5% earn between \$75,000-\$99,000. 28% of visitors earn in excess of \$100,000. State Museum visitors are more affluent than New Orleans visitors on the whole.

TEACHER SURVEY

- The highest number of responses came from St. Tammany Parish (9.8%), followed by Bossier (8.9%), Jefferson (8.9%) and Orleans (8.0%).
- Over half (58.3%) of all teachers that responded indicated they had taken their students on a trip to the Louisiana State Museum.
- The highest percentage of teachers that reported taking their students to the State Museum taught the 7th grade (25.8%). The next most frequent responses were from teachers who taught 5th grade (24.2%), 3rd grade (22.6%) and 8th grade (22.6%).
- Teachers that brought their students to the State Museum were more likely to teach all subjects (24.7%), social studies/history (16.5%), math (12.9%), English (9.5%) and reading (9.4%).
- 41.5% of teachers that had taken their students to the State Museum did so more than 24 months ago. 24.6% indicated they took their students between 13 – 24 months ago and about a third (33.8%) took their students 12 or fewer months ago.
- Over half of the teachers that took their students to the Louisiana State Museum took them to the Cabildo (51.5%), 34.8% took them to the Presbytere, 24.2% took them to the Old US mint and 15.2% took them to the 1850 House.
- About half of the teachers that took their students to the Louisiana State Museum used a guided tour (47.9%).
- 60.8% of the teachers that took their students to the Louisiana State Museum said it was not their first visit to the museum.
- Three-quarters (75.9%) of the teachers that took their students to the Louisiana State Museum indicate that they plan to bring their students to the museum again.
- Over half (59%) of the teachers that took their students to the Louisiana State Museum indicate that they took their students between 2 – 5 times. 12.8% of the teachers indicate that they take their students to the museum yearly.
- 80.9% of the teachers that took their students to the Louisiana State Museum indicate that their visit either met or exceeded their expectations.
- About a third (32.6%) of those teachers that responded stated they had used other resources of the Louisiana State Museum.
- 61.5% of responding teachers indicated they used the museum's additional resources of Louisiana History Lesson Plan, 46.2% used the Online Lesson Plans and Teacher Resources, and 30.8% used the Online Historical Sources.
- Over half (55.9%) of responding teachers heard about the Louisiana State Museum from personal knowledge or previous visit, 39.8% heard about it from friends/family/co-workers, 24.7% heard about it from the Internet and 17.2% heard about it from the State Museum's brochure.
- 27.9% of respondents indicated they visited the museum's website.
- 93.8% of respondents strongly agree or agree that the State Museum is an educational experience.
- 90.4% of respondents strongly agree or agree that the State Museum does a good job of preserving Louisiana's cultural history.
- 82.6% of all respondents strongly agree or agree that the State Museum has expanded their awareness of Louisiana's cultural history.

- 83.9% of all respondents strongly agree or agree that the building which houses the museum appears to be authentically preserved.
- Only 59.6% of teachers strongly agree or agree that the State Museum makes the public aware of traveling exhibits. 14.9% of teachers either disagree, or strongly disagree that the State Museum makes the public aware of traveling exhibits. One-fourth, (25.5%) of all teachers are neutral on this issue.
- 73.4% of the teachers who had visited the webpage either strongly agreed or agreed that they were aware of on-line exhibits, publications and other resources through the museum's web page.
- 59.7% of all respondents strongly agree or agree that the Louisiana State Museum provides research support to the citizens and scholars of Louisiana through the Museum Historical Center.

RETURN ON OBJECTIVES

Objective 1 - The Louisiana State Museum will operate and maintain a statewide AAM-accredited system in accordance with the standards established by the American Association of Museums, and will open new and expanded facilities throughout the state.

- Reaccreditation will remain a top priority for the new museum director, the Louisiana State Museum and the Department of Culture, Recreation and Tourism.
- The State Museum is considered by both visitors and by educators to be an educational experience.
- A vast majority of both visitor and teachers undoubtedly perceive the State Museum to be meeting its stated mission of preserving Louisiana's cultural history.
- In keeping with its objective to open new and expanded facilities throughout the state, the new Louisiana State Museum – Baton Rouge opened to the public in February 1, 2006. According to the museum public relations department, the new director, David Kahn, will develop an exhibition about Hurricane Katrina and its impact on the state, and is working toward the reinstallation of displays at the Old U.S. Mint, all in keeping with the stated strategies for meeting the first objective.

Objective 2 - The Louisiana State Museum will provide increased access to Museum activities and properties.

- The high percentage of neutral and some negative responses to questions designed to measure this objective indicate that a campaign for increased awareness of traveling exhibits may be in order and is already being addressed by the museum. According to the Louisiana State Museum's public relations, expansion of traveling exhibits is cited as one of the project undertakings the new director intends to address.
- The State Museum seems to be reaching teachers with information about its website to a much greater extent than the public, at large. As web access was somewhat low, as indicated in questions designed to measure this objective, an awareness campaign may be in order.

Objective 3 – The Louisiana State Museum will preserve and expand Louisiana’s cultural history.

- The State Museum is meeting the objective of preserving Louisiana’s cultural history.
- Though the teachers perceive the State Museum to be meeting the objective of preserving Louisiana’s cultural history by maintaining authentic preservation of the museum’s buildings, they seem to do so to a lesser degree than do the general visitors.
- A high percentage of neutral and some negative responses to questions designed to measure whether The Louisiana State Museum provides research support to the citizens and scholars of Louisiana through the Museum Historical Center indicate that a campaign for increased awareness may be in order. Another possibility for the high number of neutral responses is that the survey may have been directed to the wrong group of scholars. If the study were extended to include university scholars, in addition to K-12 scholars, results may be different.

Introduction

This study examines the role of the Louisiana State Museum in terms of its contribution to the economy and to the quality of life in Louisiana for the year 2004-05.¹

The Louisiana State Museum is actually a system of national landmarks that house thousands of artifacts and works of art reflecting Louisiana's legacy of historic events and cultural diversity. The system consists of the Cabildo, Arsenal, Presbytere, 1850 House, Madame John's Legacy and the Old U.S. Mint in New Orleans; the recently opened Louisiana State Museum in Baton Rouge, the Old Courthouse Museum in Natchitoches; the E.D. White Historic Site in Thibodaux and the new Louisiana State Museum – Patterson (formerly known as the Wedell-Williams Memorial Aviation Museum).

Four of the properties, the Cabildo, the Presbytere, the Old U.S. Mint, and Madame John's Legacy are available to be rented for banquets, meetings and receptions. However, Madame John's Legacy and the Old U.S. Mint are not open to the public currently due to Hurricane Katrina.

In addition to administering the museum properties, The Louisiana State Museum has an Education Department which is responsible for the creation of educational programming. The Education Department endeavors to appeal to the interests and needs of all groups of visitors: locals, tourists, amateur or professional historians, teachers or students. The Louisiana State Museum also hosts online exhibits to serve the needs of teachers and their students.

All of the museums operate under one mission statement: *To maintain the Louisiana State Museum as a true statewide museum system that is accredited by the American Association of Museums, to collect, preserve and interpret buildings, documents and artifacts that reveal Louisiana's history and culture, and to present those items using both traditional and innovative technology to educate, enlighten and provide enjoyment for the people of Louisiana and its visitors.*

The museums further operate under one set of objectives:

Objective 1 - The Louisiana State Museum will operate and maintain a statewide AAM-accredited system in accordance with the standards established by the American Association of Museums, and will open new and expanded facilities throughout the state.

Objective 2 - The Louisiana State Museum will provide increased access to Museum activities and properties.

¹ Some data were collected in January and February 2006 in order to help to define the role of the museums in the period immediately following Hurricane Katrina. In that the number of observations was very small, and did include any visitors that came for a hurricane related purpose, no separate analysis was prepared.

Objective 3 – The Louisiana State Museum will preserve and expand Louisiana’s cultural history.

Methodology

The initial research phase of this project began by reviewing the objectives of the Louisiana State Museum, by reviewing studies of other museums, and by personally interviewing the Interim Director, Mr. Robert Wheat, the Deputy Director, Ms. Tamra Carboni and the Administrative Manager, Leonard Lewis, of the Louisiana State Museum. In that the first objective of the Louisiana State Museum addresses AAM accreditation, an extensive review of the AAM website and the accreditation procedure was also completed. (See 2005 Accreditation Self-Study Questionnaire at Appendix A).

Survey Design, Implementation, and Data Analysis

A survey of museum visitors was conducted in order to capture the type of information needed to complete an economic impact study. An instrument was designed by the University of New Orleans Hospitality Research Center to collect the economic information, as well as visitor profile and satisfaction information. Finally, questions that measured how effectively the museum was meeting its stated objectives were also included. (See Appendix B).

Surveying took place at four of the museum’s properties: Presbytere, Mint, Cabildo and 1850 House. The plan was to survey every other day between July 1, 2005 and October 15, 2005. The museum security guards were instructed to choose four to five random visitors per day at each of the properties to fill out a survey. This procedure would have yielded approximately 800 surveys. However, Hurricane Katrina interrupted the surveying process in late August 2005. When the Cabildo reopened, additional surveying took place between January 25, 2006 and February 2, 2006. A total of 357 surveys were entered and analyzed by the UNO Hospitality Research Center. A sample of this size yields an error rate of +/- 5.19 at the 95% confidence level.

A teacher survey was also planned to be administered in late August, to help assess the museum’s effectiveness as an educational resource. Because of both hurricane’s Katrina and Rita, the surveying was delayed. As there are many schools throughout the state that were affected by the hurricanes, it was determined that an e-mail survey would be sent out in March 2006 to try and reach as many educators as possible. (See Appendix C). E-mail addresses were obtained from the Louisiana School Directory Online published by BESE. A limited number of e-mail addresses provided by teachers who brought groups to the museums augmented this list. The Public Policy Research Lab of the Louisiana State University implemented the survey. Data was then sent to the UNO Hospitality Research Center for programming and analysis. The electronic survey was sent to 1,029 educators and 117 (11.4%) usable responses were received. A sample of this size yields an error rate of +/- 8.53 at the 95% confidence level. It should be noted that the error rate is higher on the teacher survey due to the smaller sample size and results should, therefore, be interpreted with some caution. It is recommended that the teacher survey be conducted again, at some time in the future, when schools in Orleans Parish reopen.

Economic Impact/Economic Benefits

Intuitively, the Louisiana Research Team initially believed that the economic impact of the State Museum would be minimal, and that the true value of the State Museum would be a return on objective. As expressed so well by the authors of *The Economics of Amenity: A Policy Guide to Urban Economic Development*, Partners for Livable Places, 1985, and quoted in *Economic Impact of the Museum of Fine Arts, Boston*, Mt. Auburn Associates, Inc. and Economic Development Research Group, March 2002:

The true significance of the arts in economic development may not lie so much in the quantifiable direct and indirect effects on the economy of a community as it does in the improvement and attractiveness of the city and center city ... The arts can contribute to changing a city's image, retaining downtown retail trade, drawing tourists to the city, creating markets for new business and encouraging new private investment from suburban to city locations.

Upon review of the data collected, however, it was noted that 84% of the museum visitors surveyed were from outside of the state of Louisiana. It became apparent that “fresh” dollars are clearly entering the state economy from out of state due to some of the State Museum, and an economic impact analysis was completed. For comparative purposes, the percentage of non-Louisiana visitors to the museums was obtained from the Louisiana State Museum for FY 2004 – 2005, which was 76.45%. Given that this number was collected over a full year while the survey data was collected over a limited period of time, 76.45% was the percentage used in figuring the economic impact.

Surveying was conducted at only four of the museums: Presbytere, U.S. Mint, Cabildo and 1850 House. These four were chosen because they have the highest visitation levels and because they were large enough to have the staff to handle the additional responsibility of surveying. These properties are also all located in New Orleans. Further, 92.9% of all State Museum visitors are visitors to the properties located in New Orleans. Visitors to the State Museum, therefore, share many of the same characteristics as the museum visitors identified in the New Orleans Visitor Profile prepared by the UNO Hospitality Research Center. Thus, spending numbers for the State Museum visitors were taken from the New Orleans Visitor Profile, and combined with the data collected from the State Museum to figure the visitor spending used in this analysis. It should be noted that visitors to state museums outside of New Orleans or approximately 25,000 (7.1%) of the State Museum visitors, and spending of Louisiana residents are unaccounted for in this analysis. In other words, the ROI results are a conservative estimate.

Economics of Louisiana State Museum

In this study, Economic Impact is based on primary spending and secondary impact of out of state visitors to the following museums: Presbytere, U.S. Mint, Cabildo and 1850 House. This is separate from and additional to the spending by out of state visitors at the remaining State Museum, and by Louisiana visitors who visited all the State Museum properties.

LOUISIANA STATE MUSEUM (2004-05)

Number of State Museum Visitors	351,169
Number of New Orleans State Museum Visitors	326,255
Total Visitor Nights in N.O. by State Museum Visitors	104,113
Number of Employees - current (post-Katrina)	133*
Number of Employees - (pre-Katrina)	136**

*117 regular employees and 16 “Irby” Employees – trust from the Pontalba Building

**120 and 16 “Irby” Employees – trust from the Pontalba Building

ECONOMIC IMPACT OF LOUISIANA STATE MUSEUM

Total Primary Spending by State Museum Visitors to N.O.	\$20,246,304
Total Secondary Spending by State Museum Visitors to N.O.	\$16,776,047
Total Economic Impact by State Museum Visitors to N.O.	\$37,022,351
Total State Taxes	\$1,481,648
Total Local Taxes	\$1,215,997
Total Taxes	\$2,697,645
Total Earnings	\$10,946,033
Total Jobs Created	666

RETURN ON INVESTMENT

Total Economic Impact by State Museum Visitors to N.O. (A)	\$37,022,351
Total Operating Budget (B)	\$5,297,701
Return on Operating Budget (A/B)	7.0

Return on Investment

The return on investment is 7.0; that is for ever dollar the state invests into the State Museum, it sees a return of \$7.00 in economic impact to the State of Louisiana. Further, total taxes generated in the state of Louisiana total \$2,697,645. As a result of the State Museum, 666 total jobs are created, with total earnings of \$10,946,033.

Additional Sources of Revenue

Only the general fund revenue was used to figure the return on investment. In FY 2004 – 2005, The State Museum also self-generated revenue in the amount of \$582,227. This revenue comes from admission fees, rental of facilities, mail and phone orders for photo reproductions, and receipts for royalties on books. It is assumed that self-generated revenue is earned in proportion to the resident/non-resident ratio of visitors to the State Museum. Using this assumption, of the self generated revenue that comes from admissions, 23.55%, or \$119,452 comes from Louisiana residents. This revenue has not already been included in the visitor spending portion of the economic impact calculation. Another \$75,000 of the self-generated revenue comes from sources other than admissions and is assumed to come primarily from Louisiana residents.

Additional funding for the museum comes from cooperative agreements with The Louisiana Museum Foundation and The Friends of the Cabildo. The Friends of the Cabildo is a non-profit volunteer 501(c)(3) organization which began in 1956, while The Louisiana Museum Foundation is the non-profit 501(c)(3) major donor fundraising arm of the Louisiana State Museum, organized in 1981. In exchange for office spaces, Friends of the Cabildo provides \$50,000 for educational activities, while the Foundation provides in excess of \$200,000 a year and administers the museum's endowment fund, with net assets of nearly \$2 million. In addition to programming, both organizations provide funding for exhibit openings for the Louisiana State Museum.

It could be argued that without the state's investment in the museum, these funds would not be generated. If these self-generated funds are included with the out of state impact, the return on investment (operating expenses) ROI changes minimally to 7.07.

ADDITIONAL SOURCES OF REVENUE

In state portion of licenses, permits and fees	\$119,452
Rental of equipment	\$69,000
Mail & phone orders for photo reproductions	\$5000
Book royalties	\$1000
Friends of Cabildo	\$50,000
The Louisiana Museum Foundation	\$200,000
Additional revenue generated from state spending on museums	
	\$444,452

VISITOR PROFILE

1. What is your home Zip Code?

Response	Percentage
Louisiana	16.0%
Texas	11.0%
California	10.7%
Florida	6.3%
New York	5.0%
Virginia	4.3%
Illinois	3.0%
Maryland	3.0%
Pennsylvania	3.0%
Alabama	2.7%
Georgia	2.7%
Tennessee	2.7%
Mississippi	2.3%
Other	25.3%
Total	100.0%
Valid Cases	300

- 16% of museum visitors were from Louisiana, 84% were from outside of the state. Visitors from outside of Louisiana bring fresh dollars into the economy.

2. If not from the U.S., what country are you from?

Response	Percentage
UK	29.0%
Canada	15.9%
Australia	8.7%
Germany	4.3%
Belgium	4.3%
Sweden	4.3%
Spain	4.3%
Other	29.2%
Total	100.0%
Valid Cases	376

- 18.3% of visitors reported being from other than the United States. Of those visitors who reported being from outside of the U.S., 29% were from the UK and 15.9% were from Canada. A large number of countries were represented by international visitors.

3. Are you staying overnight in New Orleans?

Response	Percentage
Yes	92.7%
No	7.3%
Total	100.0%
Valid Cases	343

- The overwhelming majority of visitors, 92.7%, reported staying overnight in New Orleans.

4. How many nights are you staying in New Orleans?

Statistics	Number of Nights
Mean	4.6
Median	4.0
Valid Cases	326

- Visitors who stayed overnight stayed an average of 4. 6 nights.

5. Is this your first visit to New Orleans?

Response	Percentage
Yes	53.6%
No	46.4%
Total	100.0%
Valid Cases	338

- Slightly over half of all visitors (53.6%) reported that this trip was their first to New Orleans.

5a. If no, how many times have you been to New Orleans?

Response	Percentage
2-5 times	60.8%
6-10 times	17.0%
10 or more times	22.2%
Total	100.0%
Valid Cases	153

- 60.8% of respondents who had visited New Orleans before indicated they had done so between 2 – 5 times, 17% of respondents who had visited New Orleans before indicated they had done so between 6 – 10 times. Additionally, 22.2% indicated they had visited 10 or more times.

6. What is the primary purpose of your visit to New Orleans?

Response	Percentage
Visit LA State Museum	7.2%
Other Pleasure/Vacation	73.1%
Friends/Relatives	10.4%
Convention/Trade Show	9.3%
Other Business	0.0%
Total	100.0%
Valid Cases	335

- Approximately two-thirds of visitors (73.1%) indicated the primary purpose of their visit to New Orleans was for the purpose of vacation/pleasure. Of particular importance to this study is that 7.2% of visitors indicated that they came for the primary purpose of visiting the Louisiana State Museum. This figure is important in estimating the economic impact of the State Museum.

7. If your *primary* purpose was NOT to visit the Louisiana State Museum, did you extend your stay in order to visit the Museum?

Response	Percentage
Yes	10.0%
No	90.0%
Total	100.0%
Valid Cases	291

- 10% of visitors indicated that they extended their stay in order to visit the Louisiana State Museum. This figure is also important in estimating the economic impact of the State Museum.

7a. If yes, by how many days?

Response	Percentage
½ Day	66.7%
1 Day	33.3%
Total	100.0%
Valid Cases	12

- 66.7% of visitors that extended their stay did so for ½ day; 33.3% indicated they extended their stay for 1 day. The average extended stay was .667 day.

8. How important was the Louisiana State Museum in your decision to come to New Orleans?

Response	Percentage
Very Important	8.4%
Somewhat Important	21.2%
Neutral	37.3%
Of Little Importance	6.6%
Of no Importance	26.6%
Total	100.0%
Valid Cases	335

- 8.4% of visitors considered the Louisiana State Museum to be *very important* in their decision to come to New Orleans, and another 21.2% considered it to be *somewhat important*.

9. By the time you leave New Orleans, please estimate how much you will have spent on your trip in New Orleans, including lodging.

Statistics	Amount
Mean	\$1,068.68
Median	\$800.00
Valid Cases	296

- State Museum visitors indicated they spent on average \$1,068.68 on their trip to New Orleans. The median expenditure was \$800.00.

10. Which of the Louisiana State Museums did you visit today?

Response	Percentage
Cabildo/Arsenal	48.2%
1850 House	31.0%
Presbytere	30.4%
Old US Mint	23.3%
Madame John's Legacy	2.7%
Other	1.1%
Total	136.7%*
Valid Cases	365

*Responses total greater than 100% because multiple responses were allowed.

- On the day they were surveyed, 48.2% of respondents indicated visiting the Cabildo/Arsenal, 31% indicated they visited the 1850 House, 30.4% reported visiting the Presbytere, 23.3% visited the Old US Mint, 2.7% visited Madame John's Legacy and 1.1% reported visiting another museum.

11. Which of the Louisiana State Museums did you visit in the last 12 months?

Response	Percentage
Cabildo/Arsenal	43.5%
1850 House	36.2%
Presbytere	34.1%
Old US Mint	29.0%
Madame John's Legacy	5.1%
Old Courthouse	3.6%
ED White Historic Site	1.4%
Other	3.6%
Total	156.50%*
Valid Cases	138

*Responses are greater than 100% because multiple responses were allowed.

- In the last 12 months, 43.5% of respondents indicated they visited the Cabildo/Arsenal, 36.2% visited the 1850 House, 34.1% visited the Presbytere, 29.0% visited the Old US Mint, 5.1% visited Madame John's Legacy, 3.6% visited the Old Courthouse, 1.4% visited the E.D. White Historic Site and 3.6% reported visiting one of the other museums.

12. How did you hear about the Louisiana State Museum?

Response	Percentage
Travel Guides/Books/Magazines	32.4%
Passed By	26.4%
Friends/Family/ Co-Workers	13.4%
Internet/Website	13.1%
Personal Knowledge	8.7%
Welcome Center	6.5%
Maps	6.5%
Automobile/Travel Guide	4.6%
State Museum Brochure	4.4%
CVB	4.1%
Travel Agent/Company	2.5%
State Information Center	2.5%
Other	9.6%
Total	107.0%*
Valid Cases	367

*Responses are greater than 100% because multiple responses were allowed.

- 32.4% of respondents indicated they learned about the State Museum from travel guides/books/magazines. About a quarter of all visitors (26.4%) discovered the State Museum while they were passing by, 13.4% learned about the museum from friends/family and co-workers and 13.1% learned about the museum via the Internet. “Other” includes newspaper, television and radio.)

13. Is this your first visit to the Louisiana State Museum?

Response	Percentage
Yes	78.8%
No	21.2%
Total	100.0%
Valid Cases	373

- Over three-quarters (78.8%) of visitors to the State Museum were first time-visitors.

13b. If no, how many times have you been here before?

Statistics	Number of Visits
Mean	3.3
Median	1.5
Valid Cases	10

- Of those visitors that indicated they had visited the State Museum before, the mean number of prior visits was 3.3.

14. Did you or do you plan to make a purchase in the museum gift shop?

Response	Percentage
Yes	34.1%
No	65.9%
Total	100.0%
Valid Cases	349

- About one- third (34.1%) of visitors planned to make a purchase in the gift shop.

15. Please indicate your level of agreement with each statement by checking the appropriate option:

15a. Visiting the Louisiana State Museum is an educational experience.

Response	Percentage
Strongly Agree	47.7%
Agree	47.2%
Neutral	5.1%
Disagree	0.0%
Strongly	0.0%
Total	100.0%
Valid Cases	373

- 94.9% of respondents strongly agree or agree that the State Museum is an educational experience. This question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 1. Standards established by the American Association of Museums require that an accredited museum is essentially educational in nature. Clearly, the State Museum is considered to be an educational experience.

15b. The Louisiana State Museum does a good job of preserving Louisiana's cultural history.

Response	Percentage
Strongly Agree	50.7%
Agree	43.7%
Neutral	5.4%
Disagree	0.0%
Strongly Disagree	.3%
Total	100.0%
Valid Cases	371

- 94.4% of respondents strongly agree or agree that the State Museum does a good job of preserving Louisiana's cultural history. Again, this question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 1. Standards established by the American Association of Museums require that an accredited museum have a formally stated and approved mission statement. The State Museum does, indeed, have a mission which includes collecting, preserving and interpreting buildings, documents and artifacts that reveal Louisiana's history and culture. A vast majority of visitors to the State Museum undoubtedly perceive it to be meeting its stated mission of preserving Louisiana's cultural history.

15c. The Louisiana State Museum makes the public aware of traveling exhibits.

Response	Percentage
Strongly Agree	18.1%
Agree	26.7%
Neutral	48.1%
Disagree	6.4%
Strongly Disagree	.8%
Total	100.0%
Valid Cases	360

- Only 44.8% of respondents strongly agree or agree that the State Museum makes the public aware of traveling exhibits. 7.2% of respondents either disagree, or strongly disagree that the State Museum makes the public aware of traveling exhibits. Nearly half, (48.1) of all respondents are neutral on this issue. This question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 2, which speaks to increased access to Museum activities and properties. Strategies for meeting this objective include providing additional traveling exhibits throughout the state within the State Library system and other venues. The high percentage of neutral and some negative responses to this question indicate that a campaign for increased awareness of traveling exhibits may be in order.

15d. My visit to the Louisiana State Museum has expanded my awareness of Louisiana's cultural history.

Response	Percentage
Strongly Agree	49.5%
Agree	45.4%
Neutral	4.6%
Disagree	.5%
Strongly Disagree	0.0%
Total	100.0%
Valid Cases	370

- 94.9% of all respondents strongly agree or agree that the State Museum has expanded their awareness of Louisiana's cultural history. This question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 3, which speaks to preserving and expanding Louisiana's cultural history. Visitors to the State Museum perceive it to be meeting the objective of preserving Louisiana's cultural history.

15e. The building which houses the museum appears to be authentically preserved.

Response	Percentage
Strongly Agree	43.1%
Agree	47.4%
Neutral	8.9%
Disagree	.5%
Strongly Disagree	0.0%
Total	100.0%
Valid Cases	369

- 90.5% of all respondents strongly agree or agree that the building which houses the museum appears to be authentically preserved. This question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 3, which addresses preserving and expanding Louisiana's cultural history. Strategies for meeting this objective include providing restoration, conservation and care of all Museum collections, including buildings. Visitors to the State Museum perceive it to be meeting the objective of preserving Louisiana's cultural history by maintaining authentic preservation of the museum's buildings.

15f. Have you visited the Louisiana State Museum's website?

Response	Percentage
Yes	8.9%
No	91.1%
Total	100.0%
Valid Cases	350

- Only 8.9% of respondents indicated they had visited the State Museum website.

If, yes: (if no, skip to #16)

15f1. I am aware of on-line exhibits, publications and other resources through the museum's web page?

Response	Percentage
Strongly Agree	25.0%
Agree	60.0%
Neutral	10.0%
Disagree	5.0%
Strongly Disagree	0.0%
Total	100.0%
Valid Cases	20

- Of those respondents who visited the Louisiana State Museum's website, 85% either strongly agreed or agreed that they were aware of on-line exhibits, publications and other resources through the museum's web page. This question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 2, which addresses increased access to Museum activities and properties. Strategies for meeting this objective include provision of on-line exhibits, publications and other resources through the Museum's Web page. Although awareness of on-line resources is high (85.0%) for respondents that indicated they had visited the State Museum website, very few respondents (8.9%) had actually been to the website. responses to this question indicates that a campaign for increased awareness of the Louisiana State Museum's website may be in order.

16. How would you rate your visit to the Louisiana State Museum today? Please answer on a scale of 1-5, with 1 being not enjoyable and 5 being very enjoyable

Statistics	Rating
Mean	4.42
Median	5.00
Valid Cases	351

- Visitor satisfaction at the Louisiana State Museum was high; 4.42 on a scale of 1 to 5. A median of 5.00 indicates that more than one-half of respondents rated the museum "very enjoyable."

17. My visit to the Louisiana State Museum today:

Response	Percentage
Exceeded my expectations	41.7%
Met my expectations	44.4%
Almost met my expectations	9.7%
Failed to meet my expectations	.8%
Don't know	3.3%
Total	100.0%
Valid Cases	360

- 86.1% of respondents indicated that their visit to the State Museum either met, or exceeded their expectations.

18. How many people were in your party on this visit to the Louisiana State Museum?

Statistics	Number of People
Mean	3.06
Median	2.00
Valid Cases	362

- The mean number of people in visitors' parties was 3.06.

19. Are you part of an organized tour group?

Response	Percentage
Yes	4.0%
No	96.0%
Total	100.0%
Valid Cases	372

- The vast majority of visitors (96.0%) were not part of a tour group.

20. Did any children under 18 accompany you on your most recent visit to the Louisiana State Museum?

Response	Percentage
Yes	23.6%
No	76.4%
Total	100.0%
Valid Cases	364

- About one-fourth (23.6%) of visitors to the Louisiana State Museum had children under 18 with them on their visit.

21. My favorite thing about the Louisiana State Museum is:

Response	Percentage
History/Culture	17.7%
Exhibits	14.4%
Mardi Gras Exhibit	12.8%
Atmosphere	9.9%
Jazz Exhibit	9.9%
Artifacts	8.6%
Mint Exhibit	6.2%
Everything	5.8%
Videos	4.1%
Napoleon Exhibit	3.7%
1850 House	2.9%
Pictures	2.5%
LA Purchase Exhibit	1.6%
Total	100.0%
Valid Cases	243

- 17.7% of visitors indicated their favorite thing about the museum was the general history and culture, 14.4% noted their favorite thing was the exhibits, in general, 12.8% cited the specific Mardi Gras Exhibit, 9.9% indicated they like the atmosphere and 9.9% specifically stated the Jazz Exhibit. (See complete listing of open-ended comments at Appendix D).

22. The one thing I would change about the Louisiana State Museum is:

Response	Percentage
More Exhibits	17.5%
More Info	11.3%
Longer Hours/Days	10.3%
More Audio/Video	9.3%
More Signage	8.2%
Better Lighting	6.2%
Nothing	4.1%
Cost	3.1%
Other	29.9%
Total	100.0%
Valid Cases	97

- 17.5% of visitors that indicated they would make a change to the Louisiana State Museum said they would add more exhibits. 11.3% stated they would add more information, 10.3% indicated they would add more hours and days to the schedule. (See complete listing of open-ended comments at Appendix D).

23. Are you retired?

Response	Percentage
Yes	13.5%
No	86.5%
Total	100.0%
Valid Cases	370

- 13.5% of visitors to the Louisiana State Museum are retired.

24. Are you a student?

Response	Percentage
Yes	13.1%
No	86.9%
Total	100.0%
Valid Cases	360

- 13.1% of visitors to the Louisiana State Museum were students.

25. What category best describes your age?

Response	Percentage
18-24	6.8%
25-34	20.2%
34-49	42.2%
50-64	26.4%
65+	4.4%
Total	100.0%
Valid Cases	367

- 42.2% of visitors to the Louisiana State Museum fall into the 34 – 49 year old age group. 26.4% are between 50 – 64 and 20.2% are between 25 – 34.

26. Which category best describes your current annual household income?

Response	Percentage
Under \$25,000	6.5%
\$25,000-\$49,000	20.1%
\$50,000-\$74,000	19.2%
\$75,000-\$99,000	14.5%
\$100,000-\$149,000	17.4%
\$150,000+	10.6%
Refused	11.8%
Total	100.0%
Valid Cases	339

- 20.1% of visitors to the Louisiana State Museum earn between \$25,000 - \$49,000. 19.2% earn between \$50,000 - \$74,000 and 14.5% earn between \$75,000 - \$99,000. 28% of visitors earn in excess of \$100,000. State Museum visitors are more affluent than New Orleans visitors on the whole.

TEACHER SURVEY

What is the zip code of the school where you teach?

Response	Percentage
St. Tammany	9.80%
Bossier	8.90%
Jefferson	8.90%
Orleans	8.00%
Caddo	7.10%
Calcasieu	7.10%
Tangipahoa	7.10%
Ascension	5.40%
Lafourche	4.50%
Saint Mary	4.50%
East Baton Rouge	3.60%
Saint Landry	3.60%
Lafayette	2.70%
Ouachita	2.70%
St John the Baptist	2.70%
Acadia	1.80%
Livingston	1.80%
Sabine	1.80%
Saint Martin	1.80%
Allen	0.90%
Iberia	0.90%
Red River	0.90%
Saint Charles	0.90%
Union	0.90%
Washington	0.90%
West Baton Rouge	0.90%
Total	100%
Valid Cases	112

- Bossier (8.9%), Jefferson (8.9%) and Orleans (8.0%).

Have you ever brought your students on a field trip to the Louisiana State Museum?

Response	Percentage
Yes	58.3%
No	41.7%
Total	100.0%
Valid Cases	115

- Over half (58.3%) of all teachers that responded indicated they had taken their students on a trip to the Louisiana State Museum.

Teachers that brought their students to the museums reported teaching the following grades:

Response	Percentage
K	12.9%
1 st	14.5%
2 nd	19.4%
3 rd	22.6%
4 th	19.4%
5 th	24.2%
6 th	21.0%
7 th	25.8%
8 th	22.6%
9 th	12.9%
10 th	12.9%
11 th	11.3%
12 th	12.9%
Valid Cases	62

*total greater then 100% due to multiple response

- The highest percentage of teachers that reported taking their students to the State Museum taught the 7th grade (25.8%). The next most frequent responses were from teachers who taught 5th grade (24.2%), 3rd grade (22.6%) and 8th grade (22.6%).

Teachers that brought their students to the museums reported teaching the following subjects:

Response	Percentage
All Subjects	24.7%
Social Studies/History	16.5%
Math	12.9%
English	9.5%
Reading	9.4%
Science	8.2%
Arts & Humanities	5.9%
Geography	2.4%
Administration	1.2%
Other	9.4%
Total	100.0%
Valid Cases	67

- Teachers that brought their students to the State Museum were more likely to teach all subjects (24.7%), social studies/history (16.5%), math (12.9%), English (9.5%) and reading (9.4%).

When?

Response	Percentage
12 or fewer months ago	33.8%
13 – 24 months ago	24.6%
More than 24 months ago	41.5%
Total	100.0%
Valid Cases	65

- 41.5% of teachers that had taken their students to the State Museum did so more than 24 months ago. 24.6% indicated they took their students between 13 – 24 months ago and about a third (33.8%) took their students 12 or fewer months ago.

To which of the Louisiana State Museums did you bring the students? (Check all that apply)

Response	Percentage
Cabildo	51.5%
Presbytere	34.8%
Old US Mint	24.2%
1850 House	15.2%
Other	48.5%
Valid Cases	66

*total greater than 100% due to multiple response

- Over half of the teachers that took their students to the Louisiana State Museum took them to the Cabildo (51.5%), 34.8% took them to the Presbytere, 24.2% took them to the Old US mint and 15.2% took them to the 1850 House. 48.5% indicated they took their students to other museums, including Wedell/Williams Aviation, and the Louisiana State Museum in Baton Rouge. Many of the museums indicated in “other” are not part of the Louisiana State Museum system, particularly the Louisiana State Exhibit Museum in Shreveport and the Louisiana Children’s Museum.

Did you use a self-guided tour, or a guided tour?

Response	Percentage
Self Guided	52.1%
Guided	47.9%
Total	100.0%
Valid Cases	71

- About half of the teachers that took their students to the Louisiana State Museum used a guided tour (47.9%).

Was it your first visit to the Louisiana State Museum with your students?

Response	Percentage
Yes	39.2%
No	60.8%
Total	100.0%
Valid Cases	74

- 60.8% of the teachers that took their students to the Louisiana State Museum said it was not their first visit to the museum.

Do you plan to bring students to the museum again?

Response	Percentage
Yes	75.9%
No	24.1%
Total	100.0%
Valid Cases	29

- Three-quarters (75.9%) of the teachers that took their students to the Louisiana State Museum indicate that they plan to bring their students to the museum again.

How many times have you taken students to the museum before?

Response	Percentage
Once	5.1%
2 - 5 times	59.0%
6 - 10 times	7.7%
Over ten times	15.4%
Yearly	12.8%
Once	5.1%
Valid Cases	73

- Over half (59%) of the teachers that took their students to the Louisiana State Museum indicate that they took their students between 2 – 5 times. 12.8% of the teachers indicate that they take their students to the museum yearly.

The visit to the Louisiana State Museum with my students:

Response	Percentage
Exceeded my expectations	38.4%
Met my expectations	42.5%
Don't know	4.1%
Almost met my expectations	12.3%
Failed to meet my expectations	2.7%
Total	100.0%
Valid Cases	73

- 80.9% of the teachers that took their students to the Louisiana State Museum indicate that their visit either met or exceeded their expectations.

Have you used other resources of the Louisiana State Museum?

Response	Percentage
Yes	32.6%
No	67.4%
Total	100.0%
Valid Cases	95

- About a third (32.6%) of those teachers that responded stated they had used other resources of the Louisiana State Museum.

Please indicate which resources you have used: (Check all that apply)

Response	Percentage
LA History Lesson Plan	61.5%
Online Lesson Plans and Teacher Resources	46.2%
Online Historical Sources	30.8%
Outreach Program-Classroom Visits	15.4%
Black Heritage Program	15.4%
Online Projects	15.4%
Outreach Program-Trunk Exhibits	11.5%
Music at the Mint for Kids	7.7%
Gallery Tours with Artist Tony Green	7.7%
National D-Day Museum	7.7%
LA State Museum Digital Collection	7.7%
History Day Materials	7.7%
Other	15.4%
Valid Cases	65

*total greater than 100% due to multiple response

- 61.5% of responding teachers indicated they used the museum's additional resources of Louisiana History Lesson Plan, 46.2% used the Online Lesson Plans and Teacher Resources, and 30.8% used the Online Historical Sources. The large percentages here suggest that even if teachers are not able to take their students to the museums, they still use the museum's resource for teaching.

How did you hear about the Louisiana State Museum? (Check all that apply)

Response	Percentage
Personal Knowledge/Previous Visit	55.9%
Friends/Family/Co-Worker	39.8%
Internet/Website	24.7%
Travel Guides, Books, Magazines	18.3%
State Museum Brochure	17.2%
Convention and Visitor Bureau	15.1%
Wrote/Phoned the Museum	11.8%
Newspaper	11.8%
Called or Visited Tourism Office	8.6%
Welcome Center	7.5%
Television	3.2%
Maps	3.2%
Radio	1.1%
Other	10.8%
Valid Cases	213

*total greater then 100% due to multiple response

- Over half (55.9%) of responding teachers heard about the Louisiana State Museum from personal knowledge or previous visit, 39.8% heard about it from friends/family/co-workers, 24.7% heard about it from the Internet and 17.2% heard about it from the State Museum's brochure. Other sources include Caddo Parish School Board, via a contact to attend opening day, and Intech Class.

Have you visited the Louisiana State Museum's website?

Response	Percentage
Yes	27.9%
No	72.1%
Total	100.0%
Valid Cases	111

- 27.9% of respondents indicated they visited the museum's website.

Visiting the Louisiana State Museum is a valuable educational experience.

Response	Percentage
Strongly Agree	61.5%
Agree	32.3%
Neutral	5.2%
Disagree	0.0%
Strongly Disagree	1.0%
Total	100.0%
Valid Cases	96

- 93.8% of respondents strongly agree or agree that the State Museum is an educational experience.

The Louisiana State Museum does a good job of preserving Louisiana's cultural history.

Response	Percentage
Strongly Agree	64.9%
Agree	25.5%
Neutral	7.4%
Disagree	1.1%
Strongly Disagree	1.1%
Total	100.0%
Valid Cases	94

- 90.4% of respondents strongly agree or agree that the State Museum does a good job of preserving Louisiana's cultural history.

My visit to the Louisiana State Museum has expanded my awareness of Louisiana's cultural history.

Response	Percentage
Strongly Agree	54.3%
Agree	28.3%
Neutral	13.0%
Disagree	2.2%
Strongly Disagree	2.2%
Total	100.0%
Valid Cases	92

- 82.6% of all respondents strongly agree or agree that the State Museum has expanded their awareness of Louisiana's cultural history.

The building which houses the museum is in good physical condition. (preservation of building.)

Response	Percentage
Strongly Agree	47.3%
Agree	36.6%
Neutral	14.0%
Disagree	1.1%
Strongly Disagree	1.1%
Total	100.0%
Valid Cases	93

- 83.9% of all respondents strongly agree or agree that the building which houses the museum appears to be authentically preserved.

The Louisiana State Museum makes the public aware of traveling exhibits throughout the state, within the State Library system and other venues.

Response	Percentage
Strongly Agree	33.0%
Agree	26.6%
Neutral	25.5%
Disagree	12.8%
Strongly Disagree	2.1%
Total	100.0%
Valid Cases	94

- Only 59.6% of teachers strongly agree or agree that the State Museum makes the public aware of traveling exhibits. 14.9% of teachers either disagree, or strongly disagree that the State Museum makes the public aware of traveling exhibits. One-fourth, (25.5%) of all teachers are neutral on this issue. As in the visitor survey, this question was placed in the survey in order to measure how well the State Museum is meeting Objective No. 2, which speaks to increased access to Museum activities and properties. Strategies for meeting this objective include providing additional traveling exhibits throughout the state within the State Library system and other venues. The high percentage of neutral and some negative responses to this question indicate that a campaign for increased awareness of traveling exhibits may be in order.

The Louisiana State Museum makes the public aware of on-line exhibits, publications and other resources through the Museum's Web page.

Response	Percentage
Strongly Agree	46.7%
Agree	26.7%
Neutral	23.3%
Disagree	3.3%
Strongly Disagree	0.0%
Total	100.0%
Valid Cases	30

- This question was asked of all teachers, but was analyzed for only those teachers that had visited the web page. 73.4% of the teachers who had visited the webpage either strongly agreed or agreed that they were aware of on-line exhibits, publications and other resources through the museum's web page.

The Louisiana State Museum provides research support to the citizens and scholars of Louisiana through the Museum Historical Center.

Response	Percentage
Strongly Agree	29.3
Agree	30.4
Neutral	31.5
Disagree	7.6
Strongly Disagree	1.1
Total	100.0%
Valid Cases	92

- 59.7% of all respondents strongly agree or agree that the Louisiana State Museum provides research support to the citizens and scholars of Louisiana through the Museum Historical Center.

Teachers were also asked what resources they need to become a better educator. Their responses can be viewed in Appendix D.

RETURN ON OBJECTIVES

Objective 1 - The Louisiana State Museum will operate and maintain a statewide AAM-accredited system in accordance with the standards established by the American Association of Museums, and will open new and expanded facilities throughout the state.

According to the AAM, accreditation is a widely recognized seal of approval that brings national recognition to a museum for its commitment to excellence, accountability, high professional standards, and continued institutional improvement. The Louisiana State Museum's AAM accreditation was due to be renewed in 2005 for a ten year period, 2005 – 2015. An extension was received on reaccreditation since the museum was between permanent directors. AAM no longer requires a museum to postpone accreditation review until a new director is in place. In fact, they recently changed their approach and encourage the opposite during normal leadership transitions. However, the Louisiana State Museum and AAM agreed that given the impact of Katrina and the imminent arrival of the new director, David Kahn, it made sense to postpone the beginning of the reaccreditation process until after the new director arrived. Reaccreditation will remain a top priority for the new director, Louisiana State Museum and the Department of Culture, Recreation and Tourism.

Accreditation for each museum is unique, because no two museums are exactly alike. However, the AAM has a list of eligibility criteria that each museum must meet in order to apply for accreditation. (See Appendix A.) This list was used as the basis for determining whether the museum is meeting this objective. Many of the criteria, such as whether or not the museum is a legally organized nonprofit institution, can be answered with a simple yes or no. Other, less definable, criteria were placed into the visitor and teacher surveys to glean the users' assessment of how well the objective was being met.

In order to be eligible for accreditation, the AAM requirements state that the museum must be essentially educational in nature. In order to assess whether the public believed that the State Museum is meeting this objective, an agreement statement was placed in both the visitor and the teacher surveys: Visiting the Louisiana State Museum is a valuable educational experience.

94.9% of the visitor respondents strongly agree or agree that the State Museum is an educational experience. Likewise, 93.8% of respondent teachers strongly agree or agree that the State Museum is an educational experience. Clearly, the State Museum is considered by both visitors and by educators to be an educational experience.

Further, the eligibility criteria established by the American Association of Museums requires that an accredited museum have a formally stated and approved mission statement. The State Museum does, indeed, have a mission which includes collecting, preserving and interpreting buildings, documents and artifacts that reveal Louisiana's history and culture. Therefore, an agreement statement was placed in both the visitor and the teacher surveys: The Louisiana State Museum does a good job of preserving Louisiana's cultural history.

94.4% of visitor respondents strongly agree or agree that the State Museum does a good job of preserving Louisiana's cultural history. 90.4% of teacher respondents strongly agree or agree that the State Museum does a good job of preserving Louisiana's cultural history. A vast

majority of both visitor and teachers undoubtedly perceive the State Museum to be meeting its stated mission of preserving Louisiana's cultural history.

In keeping with its objective to open new and expanded facilities throughout the state, the new Louisiana State Museum – Baton Rouge opened to the public in February 1, 2006. According to the museum public relations department, the new director, David Kahn, will develop an exhibition about Hurricane Katrina and its impact on the state, and is working toward the reinstallation of displays at the Old U.S. Mint, all in keeping with the stated strategies for meeting the first objective.

Objective 2 - The Louisiana State Museum will provide increased access to Museum activities and properties.

Strategies for meeting this objective include providing additional traveling exhibits throughout the state within the State Library system and other venues. Therefore, an agreement statement was placed in both the visitor and teacher surveys: The Louisiana State Museum makes the public aware of traveling exhibits throughout the state, within the State Library system and other venues. Only 44.8% of visitor respondents strongly agree or agree that the State Museum makes the public aware of traveling exhibits. 7.2% of visitor respondents either disagree, or strongly disagree that the State Museum makes the public aware of traveling exhibits. Nearly half, (48.1%) of all visitor respondents are neutral on this issue.

Only 59.6% of teacher respondent strongly agree or agree that the State Museum makes the public aware of traveling exhibits. 14.9% of teacher respondents either disagree, or strongly disagree that the State Museum makes the public aware of traveling exhibits. One-fourth, (25.5%) of all teacher respondents are neutral on this issue.

The high percentage of neutral and some negative responses to this question indicate that a campaign for increased awareness of traveling exhibits may be in order and is already being addressed by the museum. According to the Louisiana State Museum's public relations, expansion of traveling exhibits is cited as one of the project undertakings the new director intends to address.

Further strategies for meeting Objective 2 include provision of on-line exhibits, publications and other resources through the Museum's Web page. An agreement statement was placed in both the visitor and teacher surveys: The Louisiana State Museum makes the public aware of on-line exhibits, publications and other resources through the museum's web page.

In the visitor survey, the question was only asked of those visitors that indicated they had visited the museum's web page, which was a small percentage, 8.9%. Of those respondents who visited the Louisiana State Museum's web page, 85% either strongly agreed or agreed that they were aware of on-line exhibits, publications and other resources through the museum's web page.

In contrast, 27.9% of the teachers indicated they had visited the web page. Of those that had visited the web page, 73.3% either strongly agreed or agreed that they were aware of on-line exhibits, publications and other resources through the museum's web page and 23.3% were

neutral. The State Museum seems to be reaching teachers with information about its website to a much greater extent than the public, at large. It should also be noted that the teacher survey was administered online and the visitor survey was administered via paper survey. There could be a bias toward web-users driving the higher percentage of teachers indicating they visited the web. Nonetheless, those respondents who had visited the museum's website exhibited strong awareness of on-line exhibits, publications and other resources through the museum's web page. As web access was somewhat low, an awareness campaign may be in order.

Objective 3 – The Louisiana State Museum will preserve and expand Louisiana's cultural history.

In order to assess whether the public believed that the State Museum is meeting this objective, an agreement statement was placed in both the visitor and the teacher surveys: My visit to the Louisiana State Museum has expanded my awareness of Louisiana's cultural history. 94.9% of all visitor respondents strongly agree or agree that the State Museum has expanded their awareness of Louisiana's cultural history. 82.6% of all teacher respondents strongly agree or agree that the State Museum has expanded their awareness of Louisiana's cultural history. Although a substantial majority of teachers perceive the State Museum to be meeting the objective of preserving Louisiana's cultural history, 13.0% report being neutral and 4.4% either disagree, or strongly disagree.

Strategies for meeting Objective 3 include providing restoration, conservation and care of all Museum collections, including buildings. An agreement statement was placed in both the visitor and teacher survey: The building which houses the museum is in good physical condition. 90.5% of all visitor respondents strongly agree or agree that the building which houses the museum appears to be authentically preserved.

83.9% of all teacher respondents strongly agree or agree that the building which houses the museum appears to be authentically preserved. Though the teachers perceive the State Museum to be meeting the objective of preserving Louisiana's cultural history by maintaining authentic preservation of the museum's buildings, they seem to do so to a lesser degree than do the general visitors. It is noted, however that not all teachers that responded actually visited the museums, whereas, all visitors that responded did so while they were on the premises of the museum properties.

Further strategies for meeting Objective 3 include providing research support to the citizens and scholars of Louisiana through the Museum Historical Center. An agreement statement was placed in the teacher survey: The Louisiana State Museum provides research support to the citizens and scholars of Louisiana through the Museum Historical Center.

59.7% of all respondents strongly agree or agree that the Louisiana State Museum provides research support to the citizens and scholars of Louisiana through the Museum Historical Center. Although more than half of all teachers responded positively to this question, about a third (31.5%) were neutral and 8.7% responded negatively. The high percentage of neutral and some negative responses to this question indicate that a campaign for increased awareness of research support to the citizens and scholars of Louisiana through the Museum Historical Center may be

in order. Another possibility for the high number of neutral responses is that the survey may have been directed to the wrong group of scholars. If the study were extended to include university scholars, in addition to K-12 scholars, results may be different.

Conclusion

By all measures, the accredited Louisiana State Museum is a successful, historical and cultural experience for the people of Louisiana and for the people who visit the state. With an economic impact in excess of \$37 million, and state and local tax revenues of \$2.7 million, the Louisiana State Museum is a major attraction in the area for economic development, and a significant contributor to the cultural economy of the state of Louisiana.

In addition to the significant return on investment, the Louisiana State Museum has an impact on the quality of life for the citizens of Louisiana. By meeting its objectives to open new and expanded facilities throughout the state, preserving and expanding Louisiana's cultural history, and its commitment to increase access to Museum activities and properties, the Louisiana State Museum provides more opportunity for educational and cultural enrichment to its citizens than ever before. Educational and cultural enrichment lead to a sense of community, which can improve a state's image and attractiveness as a tourism destination and improve the quality of life for its citizens.

Web site familiarity and usage showed potential for improvement. It is suggested that monitoring of activity on the web site and enhanced marketing efforts designed to drive individuals and educators to that site be developed. Improved technology makes measuring the success of such ventures feasible and affordable. Because of the recent addition of a new State Museum in Baton Rouge, continued research is recommended to track its success and contribution to ROI and ROO. Further, a more comprehensive study of the included museums for a longer period of time (in particular, to measure the recovery of visitation and economic impact post-Katrina) and inclusion of museums not included in the surveys to date is advised.

APPENDIX A

QUICK LINKS:

BOOKSTORE

MUSEUM MARKETPLACE

PUBLICATIONS

ADVERTISE

JOB CENTER

AMERICAN ASSOCIATION OF MUSEUMS

member center

MEMBER HOME

LOGIN

HELP

SEARCH

HOME

ABOUT AAM

ABOUT MUSEUMS

AAM LATEST

MUSEUM RESOURCES

GET INVOLVED

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Accreditation

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How to Prepare/Apply

List of Accredited Museums

Contact Accreditation

Collections Exchange

Diversity

Information Center

International Museums Day

Museum Assessment Program

Museum Ethics

Nazi-Era Provenance

annual

annual meeting 2005:

MUSEUMS AT THE CROSSROADS

Get Involved In Advocacy

Join AAM's Museum Advocacy Team and get involved in critical issues on behalf of

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A. Community

B. Accountability, Transparency, & Accessibility

C. Ethics

IV. Mission, Planning, & Assessing Achievement

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museums: [...More](#)

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For a complete copy of the 2005 Self-Study Questionnaire:

- Program participants, [contact](#) Accreditation staff.
- All others, available only through purchase of the Accreditation Resource Kit (available at the [AAM Bookstore](#)).



Dear Colleague,

We are pleased your institution has decided to apply to the AAM Museum Accreditation Program. Completing this application is the first step towards becoming accredited.

The application gathers basic information about your institution so the Accreditation Program staff can assess its eligibility and readiness for participation. You will answer questions and provide attachments that tell us about your museum's mission, ethics, planning, leadership, organizational structure, staff, collections, education and interpretation, finances, and facilities—the same areas covered in the Self-Study Questionnaire you will use later in the accreditation review. Some questions explore issues that are frequently a problem for museums in their reviews—we encourage you to use the application to self-diagnose your museum's readiness to enter the Program.

Please contact the Accreditation Program staff as you work on the application—we can help you decide whether you are ready to apply, and answer any questions. Our role is to help you have a successful experience. Take advantage of our experience to guide you through each step of the accreditation process.

Sincerely,

The Accreditation Program Staff
202-289-9116
accreditation@aam-us.org

Qualities of a Successful Accreditation Applicant

Museums that are successful in the accreditation process share the following qualities:

Leadership

The museum's director and governing authority share a strong commitment to the accreditation process. They are active participants in the process and ensure that the museum fulfills its responsibilities (e.g., meeting deadlines and complying with program guidelines and Commission requests) even if coordination of the process is delegated to another senior staff member. They allocate appropriate human and financial resources necessary for the process.

Broad Involvement and Buy-in

All members of the governing authority, staff, and volunteers are kept informed about the process; understand their role and the importance of the effort; and have the chance to participate and contribute in some way.

The Right Reasons

The museum participates in the Accreditation Program voluntarily. It pursues accreditation for the long-term benefits that emerge from the process and from accredited status and because it values self-assessment and public accountability. Seeking accreditation is a shared institutional goal.

Communication

There is open communication among all the players at the museum and with the Accreditation Program staff.

Commitment to Change

The governing authority, director, and staff are committed to making necessary improvements in the museum, even if the accreditation process is delayed as a result.

Accuracy and Openness

The Self-Study questions are answered accurately, clearly, and thoroughly, and supporting materials are complete, current, and well organized. Discussions with the Visiting Committee members during the site visit are candid and professional.

Preparation and Planning

The museum does its homework, establishes schedules and priorities, and appropriately delegates responsibilities. It schedules sufficient time for preparation and the accreditation process and allows the review to proceed at its own pace. It does not try to tie its schedule for the review process to events or deadlines, such as an anniversary or special event.

What You Need to Know About: The Accreditation Program Application

This is the application form for museums seeking acceptance into the AAM Accreditation Program. It is used to assess an institution's eligibility and readiness. A successful application results in admission into the program—it does not, in itself, result in accreditation. If you are accepted into the Program, you will engage in a process of self-study and peer review that determines whether your museum is awarded accreditation.

Application Process

- Applications are accepted at any time, but only reviewed and processed at two deadlines during the year. The **2005 postmark deadlines are:**
 - June 15, 2005
 - December 15, 2005
- You will be notified of the status of your application four to six weeks following the deadline.

If you are accepted into the Program you will:

- Be billed for your application fee (see below).
- Begin your Self-Study period within three months of acceptance.

Answering the Application Questions

- The application consists of sections A-H, plus attachments.
- Answer all questions and attach all requested documents: each is essential for evaluating your institution.
- There is a glossary at the end of this application. Glossary terms are marked with an asterisk (*) in the text.
- The notation [R] indicates the question is tied to a specific Commission Expectation or eligibility criteria, and that there is an expected "right" answer. Inability to check all the criteria may be a disabling factor for your application.
- Questions marked with [G] correspond to an entry in the section "Guidelines for Answering Selected Questions".
- This application is used by all applicants to the program. It has to encompass the diversity of types and organizational structures of museums—you may need to adapt questions to make them apply to your institution.
- Use as much space as necessary to write your answers. Expand the space as needed.
- Incomplete or incorrectly prepared applications may be rejected, or result in processing delays.
- The Accreditation Program staff may ask you for additional information as we process your application.

Fees

- There is a non-refundable, one-time application fee of \$400, due upon acceptance into the program. Invoices are sent to successful applicants.
- Please note that *all* program participants, *including applicants* (once they are officially notified that they have been accepted into the program), are also billed for an Accreditation annual participation fee each January. AAM institutional member museums pay an annual fee of \$200 and non-members pay an annual fee of \$500. More about these fees and other program costs is available at www.aam-us.org/museumresources/accred/costs.cfm. (AAM institutional membership, while encouraged, is not required for participation in the AAM Accreditation Program. Information on institutional membership dues and benefits can be obtained from the Membership Department at 202-289-9130 or at www.aam-us.org/joinus/index.cfm)

Museum Leadership during the Application Process

- An applicant museum must have a permanent director in place at the time of application, and this person must remain in place for the duration of the review. If an applicant's director leaves prior to the museum's site visit, the museum will be required to withdraw its application. The museum can reapply after a minimum of one year has elapsed and a new director has been appointed.

Confidentiality

- All applications to the program, and the information they contain, are confidential. However, data provided by applicants may be used in the aggregate by the Accreditation Program for research and statistical purposes.

Disclaimer

- Submission of an application does not constitute participation in the Accreditation Program. Neither submission nor acceptance of an application constitutes or guarantees accreditation.

Where to Send the Application

- Mail completed applications (sections A-H) with attachments to:

American Association of Museums
ATTN: ACCREDITATION PROGRAM / APPLICATION
1575 Eye St., NW, Suite 400
Washington, DC 20005-1105

Contact Us

- If you have any questions about the application or the Accreditation Program, please contact program staff at 202-289-9116 or accreditation@aam-us.org.

Guidelines for Answering Selected Questions

Questions in sections A- H that are marked with a [G] have corresponding entries below. This information, along with the glossary, will help you answer the questions.

A1. Name of applicant museum.

Enter the name of the museum/museum system that is applying for accreditation. Please note that the AAM Accreditation Commission does not accredit non-museum parent organizations, only the museum component(s) of the larger organization.

A2. Membership

Applicants are not required to be institutional members of AAM. However, non-members pay a higher annual fee. See the Fees section on page iv.

A4 Accreditation Process Contact Information

Key correspondence and materials related to the steps in the process will be sent to the primary contact person and copied to director (if appropriate). All official Accreditation Commission correspondence will be sent to the director and the head of the governing authority (via the institution).

A.5.b & d Head of Governing Authority*

In a private nonprofit museum governed by a board of trustees, this is the board chair, president, or equivalent—the chief non-paid officer. For museums with remote governance* (governance in which the museum director reports only indirectly, through a chain of command, to the actual governing authority) the museum should determine the most appropriate signatory. It may be the person to whom the director reports (e.g., university department chairperson, state parks manager), a person higher up that chain of command (e.g., university provost, state arts commissioner), or the actual head of the governing authority (e.g., chair of the university regents, state governor).

A.5.c Multiple governing authorities

This gives you the opportunity to indicate that the museum is jointly governed by two or more entities. Joint governance* involves dividing or sharing basic governance responsibilities such as determining mission and purpose; hiring, supporting, and evaluating the director; strategic planning; obtaining and managing resources; and monitoring the organization's programs and services. In such cases, representatives of all governing authorities should be involved in completing, reviewing, and approving the information in the self-study.

B.13 Can the museum demonstrate it meets the *Characteristics of an Accreditable Museum*?

See the AAM Web site or *Accreditation Program Standards* for a list of the Characteristics. Program applicants are asked to verify that they feel they can demonstrate that they meet the Characteristics. However, Program staff do not verify this in the application process. This will be assessed through self-study and peer review (Visiting Committee and Accreditation Commission) in the accreditation process.

C.5 Parent Organization*

Answer "yes" if your museum operates within a larger organization, for example a college or university; tribal, municipal, state, or federal government; state historical society supervising multiple sites; corporate foundation, etc.

C.8 Organizations that hold assets key to the museum's operations

This may be an organization that owns the land or building used by the museum, or an external supporting group such as a friends organization or other separately incorporated nonprofit association

established to support or enhance the functioning of the museum. This may also include organizations that share legal responsibility for governing the museum (see A.5.c) if they also share any key assets or responsibilities.

C.10.d Volunteer Hours

If your museum does not track volunteer hours, please estimate.

C.11 Museum Systems*

Museum systems consist of two or more museums or sites governed by the same entity. They may be organized and administered in any of several ways (see Glossary). If your organization is a museum system, and is applying for accreditation for the whole system, answer "yes" to question C.11, and answer all the questions in section D. Components of a system that are autonomous, and independently meet the eligibility criteria for accreditation, may apply for accreditation separate from the rest of the system—if this is the case for your museum, this information will be captured in the parent organization questions C.5-6. Contact program staff to discuss special policies and procedures related to museum systems.

C.12 Collections ownership and use

Museums that do not own, manage, or use collections can be eligible for accreditation. For example, some children's museums and science/technology centers fall into this category.

C.16 Attendance figures

There is no one, standardized way of counting attendance. Report using whatever figures your museum collects, and if appropriate, add notes regarding what, precisely, you are including in these categories. See the glossary for definitions of off-site, on-site, and virtual attendance.

C.18 What is the population of the area where your museum is located?

Report on the area that you regard as the museum's primary local audience. While most museums have a tourist audience, most draw a core audience that live close to the museum, but "close" varies with the museum. For example, a neighborhood museum in New York City might primarily serve residents of the Lower East Side. However, a museum in the Midwest might regard residents of the Tri-State Region (Ohio, Kentucky, Indiana) as its local audience.

C.19 Hours open to the public

Count regular, published, predictable hours. (To be eligible for accreditation, a museum must be open at least 1,000 hours a year.) Do include hours when the museum only accommodates tours for school groups. Do not include times when the museum is only available by appointment, rented out for special events, or used by other groups for non-museum/non-mission related activities.

C.24.a Facilities space

Museums that have significant outdoor exhibits (e.g., living history sites, botanic gardens, arboreta, zoos), please report both exhibit space inside buildings, in square feet, and outdoor exhibits, in acres or square feet, as appropriate.

C.24.b Historic structures

Accreditation does not define what constitutes an historic structure—this is a determination we expect museums to make for themselves with the input of their neighbors and communities. For a discussion of "what is historic?" see the Web site of the National Trust for Historic Preservation (www.nationaltrust.org). Some museums in historic structures identify their building as something that they hold in the public trust, and treat it as part of their collection.

E.2 Elements included in the Institutional Plan

All accredited museums are required to have an institutional plan approved by their governing authority. The checkboxes in this question all represent elements required by the Commission. If your institutional plan does not contain all these elements, either in the plan itself or in a complementary operational plan, it may be a disabling factor for your application. See the [*Accreditation Commission's Expectation Regarding Institutional Planning*](#) for details. Museums are strongly encouraged to have all elements in place before applying.

Re: "All relevant areas of operation" (first checkbox)

This means the plan is not restricted to one facet of the operations, such as plans just for a building addition, or marketing. The Commission expects a museum's plans to address all areas of museum operation in which the museum needs to take action" (e.g., in which there is an identified need for improvement). So, for example, if your museum has identified low attendance as an issue, your plan would be expected to address how you intend to build attendance. If you have been running deficits, or if the other goals in the plan will demand a significant increase in financial resources, your plan will be expected to address finances.

E.4 Does the museum's code of ethics meet the following required criteria?

The Commission requires all these elements in a Code of Ethics. See [*The Accreditation Commission's Expectations Regarding Institutional Codes of Ethics*](#) for details. Inability to check all these criteria may be a disabling factor for your application. Museums are strongly encouraged to have all elements in place before applying.

Re: "Is a single document, not a compilation or list of references to other documents" (last checkbox)
The Commission sometimes negotiates exceptions to the "single document" provision with very large and complex organizations (e.g., the National Park Service). Contact accreditation program staff to discuss.

F.1 Has your museum experienced any of the following in the past three years?

Re: "major organizational restructuring": this might include a change of type of governance (from government to private nonprofit, for example); creation or dissolution of joint governance arrangements; or reorganization of the top levels of staff (apportioning responsibilities between co-directors or a CEO and a COO, for example, or merging or splitting of departments within the museum).

H. Signature Page

Signature of Director* or equivalent position:

This is the individual to whom the governing authority delegates authority for the day-to-day operations of the museum. Functionally, the chief executive officer.

Signature of Head of Governing Authority*:

See explanation under A.5.b&d of this guide.

Signature of Head of other Governing Authority* (if applicable):

For museums with joint governance, the signature of the head of another governing authority is needed here. For example, a museum jointly managed by a private nonprofit and a city might have the self-study signed by the chair of the nonprofit board and by the city manager.

Glossary

Accession(ing):

- a) The formal act of legally accepting an object or objects to the category of material that a museum holds in the public trust.
- b) The creation of an immediate, brief, and permanent record utilizing a control number for an object or group of objects added to the collection from the same source at the same time, for which the museum has custody, right, or title. Customarily, an accession record includes, among other data, the accession number; date and nature of acquisition (gift, excavation, expedition, purchase, bequest, etc.); source; brief identification and description; condition; provenance; value; and name of staff member recording the accession.

Advisory Board: *see* **Supporting Group**

Audience: Groups of people who use the museum's services. Audiences can be defined by the types of services they use and how they use them (e.g., visitors, subscribers, researchers, program participants, Web site users), or by their demographic characteristics (e.g., families, school groups, seniors, culturally specific groups).

Current audience: The groups or individuals who actually use the museum services.

Target audience: Groups of people whom the museum want to be their primary users and for whom they design programs and services.

Attendance:

Off-site—people served at venues other than the museum's buildings or grounds. May include in-school programs, lectures, events held at fairgrounds, malls, etc.

On site—people visiting the museum's building and grounds. Some museums count attendance at events that take place on the museum's grounds but are not primarily related to the museum or its mission (e.g., concerts, fairs, festivals) others do not. There is no standard museum convention for recording attendance.

Virtual—usage of museum Web site, or people served through distance education.

Budget: the document summarizing planned income and expense. Usually approved by the governing authority. Budget amounts are often divided into major categories, for example, salaries, benefits, equipment, office supplies, conference registration, travel, etc. Museums sometimes write budgets by program area, showing expenses and income by department.

Bylaws: Legal documents that describe matters delegated to the governing authority, such as membership categories, the logistics of scheduling and holding meetings of the corporation and the governing authority, committee charges, and provisions for amendments. Self-regulatory provisions for the governing authority, such as membership in the organization, attendance requirements, and termination, also are in the bylaws.

Catalog(ing): The creation of a record of information specific to an item, assembly, or lot, cross-referenced to other records and files, including identification and documentation of this material in some detail. The catalog record establishes the identity and significance of an item. Often contains a photograph, sketch, film, sound, or other electronic data. There is no universally accepted set of information that constitutes a catalog record—each discipline and type of museum has its own conventions. Catalog records may be kept as hard copy, electronic data, or both.

Collections: Objects, living or nonliving, that museums hold in trust for the public. Items usually are considered part of the museum's collections once they are accessioned*. Some museums designate different categories of collections (permanent, research, educational) that functionally receive different types of care or use. These categories and their ramifications are established in the museum's collections management policy.

Collections Documentation: records pertaining to the provenance, identification, significance, status, and location of the museum's collections, in accordance with accepted standards in the field.

Collections management policy: a written document, approved by the governing authority, which specifies the museum's policies concerning all collections-related issues, including accessioning, documentation, storage, and disposition. Policies are general guidelines that regulate the activities of the organization. They provide standards for exercising good judgment.

Deaccession(ing): Formal process of removing an accessioned object or group of objects from the museum's collection. A museum still owns a deaccessioned object, but no longer holds it in the public trust. Distinct from removing the object from the museum's possession (commonly referred to as disposal).

Delegation of authority: The written authorization through which the museum's governing body formally delegates authority for the management of the museum's day-to-day operations to the museum's director (or equivalent paid staff member). The authority so delegated includes, but is not limited to, implementation of policy, management of all programs, and management and supervision of staff and volunteers (including hiring and firing). See the "Accreditation Commission's Expectations Regarding Delegation of Authority" for more detail.

Director: The individual who is delegated authority for the day-to-day operations of the museum and allocated resources sufficient to operate the museum effectively. This position functionally is the chief executive officer with responsibilities including, but not limited to, hiring and firing staff, executing the budget, implementing policies, and managing programs and staff. May be called CEO, Museum Administrator, Site Manager, Curator, etc.

Endowment: funds gifted to the museum for a specific purpose (donor restricted endowment) or set aside by the governing authority (board designated endowment). Generally refers to a permanent fund, the principle of which is not touched. Sometimes used synonymously with capital fund, reserve fund, or special project funds, all funds that allow expenditure of the principle.

Full-Time (staff): The specific number of hours that constitutes "full-time" designation is determined by human resource policies and state employment law. Regarding the full-time director, the Accreditation Commission expects that the directorship is his or her primary employment and that s/he works sufficient hours to adequately administer the museum. The eligibility requirement for a full-time director (or equivalent position) cannot be met by combining the hours of more than one individual.

General Museum: a museum that addresses two or more disciplines to a significant extent, for example, a museum that interprets both art and history or both history and science. Synonym: multidisciplinary museum.

Governance Manual: reference manual assembled for use by members of the governing authority to assist with their orientation, training, and ongoing work. It may include, for example, copies of the museum's mission statement, bylaws, current institutional plan, policies, and minutes of past meetings.

Governing Authority: The body with legal and responsibility for the museum. Unless delegated to another body or through a chain of command, also responsible for approving museum policy. Names of the Governing Authority include but are not limited to: board of commissioners, board of directors, board of managers, board of regents, board of trustees, city council, commission.

Head of Governing Authority: The elected or appointed head of the executive body to which the director reports. For institutions with remote governance* (i.e., have a long chain of command between the director and the legal governing authority), the head of the governing authority is considered to be the individual within the larger parent organization to whom the director reports/is responsible. For example, the head of the governing authority might be the dean or provost of a university, the director of parks and recreation for a city government, or the military post commander for a military museum.

Other Governing Authority: see **Joint Governance**

Institutional plan: comprehensive plan that both drives the "big picture" of where the institution is going, and provides sufficient detail to guide implementation. It sets priorities and makes important decisions that are oriented towards the future. Some museums split this into two parts:

- A "big picture" multi-year plan that sets strategies, goals, and priorities. Sometimes this is referred to as a strategic or long-range plan.
- A plan that provides the details needed to implement the decisions in the strategic or long-range plan. Usually focuses on a short period of time, typically geared to the museum's budget year. Sometimes called a operational or implementation plan.

There is great variability in how museums refer to these planning documents, or divide particular functions between them. The Commission does not mandate a particular format or nomenclature. The Accreditation Commission expects the museum's institutional plan to include all these components (goals, objectives, timelines, etc—see [*Expectation on Institutional Planning*](#)) either in one or separate documents.

Interior square footage: the total square footage inside the museum, including offices, collections storage, exhibit space, museum store, etc. If the museum exists within a larger, non-museum structure, report only the square footage occupied by museum activities.

Interpretation: the media and activities through which a museum carries out its mission and educational role. Interpretation is a dynamic process of communication between the museum and the audience. It is the means by which the museum delivers its content. Interpretation includes but is not limited to exhibits, tours, classes, school programs, publications, and Web sites.

Inventory(ing): The creation of an itemized list of objects, assemblies, and lots that identifies each object's or lot's physical location, or the act of verifying existing records of location.

Joint Governance: A governance structure in which two or more entities share governance of the museum. This involves dividing or sharing basic governance responsibilities such as determining mission and purpose; hiring, supporting, and evaluating the director; strategic planning; obtaining and managing resources; and monitoring the organization's programs and services. For example: a museum jointly governed by a city government, which owns the collections and the building and employs the staff, and a private nonprofit, which determines museum policy and operates the museum. Or a university that owns and manages a museum, but delegates responsibility for determining programs and services to an advisory board. Does not automatically include museums that have separately incorporated friends organizations, unless the friends organization has significant responsibility for governance of the museum delegated to it in writing.

Mission: A statement approved by the museum's governing authority that defines the purpose of a museum—its reason for existence. The mission statement establishes the museum's identity and

purpose; provides a distinct focus for the institution; identifies its role and responsibility to the public and its collections.

Museum System: A Museum System is a museum operation that has a complex organizational structure and/or facilities in more than one location. Depending on the organizational structure and size of the museum system, it may pursue accreditation as one entity or as multiple entities. For more on this topic, see the Accreditation Commission's "Report on Museum Systems and the AAM Accreditation Program."

Museum System Components:

- **Associated Museum:** A museum that is part of a larger museum system but operates rather autonomously and independently meets the eligibility criteria for accreditation. This type of museum can be treated as an individually accredited entity by the Accreditation Commission.
- **Branch Museum/Facility:** A museum/facility that is part of a larger, holistically or highly integrated museum system. This type of facility is reviewed for accreditation in the context of the system review, not independently. Cannot be independently accredited.
- **Centralized Services:** Consolidated functions or services made available to all aspects of the museum system. This may include collection storage, facilities operations, financial management, human resources, development, conservation, exhibit design/fabrication, security, administrative support, purchasing, public relations, legal counsel, membership, marketing, etc. These services may be operated out of one museum, a separate facility leased or owned specifically for that purpose, or different locations/departments within the museum system; centralized services are not necessarily discrete. These functions and services are reviewed within the context of any museum system accreditation review.
- **Headquarters Museum:** The flagship museum of a Museum System, which meets the eligibility criteria for accreditation. As appropriate, an applicant institution may opt to have the review apply to the Headquarters Museum only (as if it were a single-site museum*), independent of the rest of the system. However this choice should be made in consultation with the Accreditation Program staff. Subsequent accreditation reviews for this type of museum component may encompass the entire system.
- **Satellite Facility:** A Satellite Facility is a component of a Museum System that serves one or more museum functions. It is in a separate location from other museum components (i.e., it is not housed within another museum component). It is small (relative to the system) and has limited or no staffing. It is not self-sustaining and is dependent on the Museum System for services such as management, staffing, financial support, or collections. It is open to the public on a regular basis or by appointment.
- **Undeveloped Assets:** Properties (structures or land), owned, or in the custody of a museum system but for various reasons are not in use for any current mission-related museum function. These sites are not interpreted and not open to the public.

Nonprofit: private, self-governing organizations that exist to provide a particular service to the community. Nonprofits are recognized and authorized by Congress (as well as state legislatures), which determined that certain types of enterprises should be free from the burden of having to pay income taxes.

Non-operating income and expenses: income and expenses related to temporarily or permanently restricted funds, such as endowment contributions and pledges, capital campaign contributions and pledges, all realized capital gains and losses that are rolled back into the principal, income from capital campaigns, and capital expenditures.

Off-site collections storage: collections storage located at a different site than the staff responsible for care of the collections. For the purposes of accreditation, a separate, dedicated storage facility housing both collections staff and collections would not count as "off-site." A museum owned/rented

support building (warehouse, barn, etc.) used for collections storage, that does not house collections staff, would count.

Operating income and Operating expenses: income generated by or expenditures supporting the museum's general operations in a given fiscal year, including exhibitions, education, conservation, collections management, acquisitions, research, training, development, and administration. Includes any portion of income from the endowment that is applied to operating expenses in a given year. Does not include capital expenditures.

Other Governing Authority: see **Joint Governance**.

Parent Organization: a larger organization within which a museum operates. Examples of parent organizations: colleges or universities; tribal, municipal, state, or federal government; state historical societies supervising multiple sites; corporate foundation, etc.

Programmatic/Interpretive web site use: As differentiated from page hits/views, more in-depth measure of usage of site components such as on-line programs/activities/databases, collections research, distance learning modules, etc.

Remote Governance: governance in which the museum director reports only indirectly, through a chain of command, to the actual governing authority. For example: the governing authority of a university museum might be the Board of Regents and the director reports through the provost, to the university president, to the Regents. The director of a museum in the state parks department might report through a parks manager, to the head of the state department of parks and recreation, to the governor.

Repository Agreement: an agreement under which a facility such as a museum, archeological center, laboratory or storage facility provides professional, systematic and accountable curatorial services on a long-term basis to another entity (such as a state government, or the Federal government) for collections that the museum does not own.

Single-Site Museum: A single museum, existing in one location, with no *associated, branch or satellite* operations other than off-site storage or administrative office space. This type of museum is not part of any museum system. A single-site museum pursues accreditation independent of any other museum. See **Museum Systems**.

Supporting Group: A group whose primary purpose is to support the museum, but who has no governance authority and responsibility for the museum. The group may provide financial support, volunteers, expertise, or advocacy to complement the knowledge and skills of the governing authority. Supporting groups may be called, for example, friends, guilds, or auxiliary boards.

Internal supporting groups are part of the museum itself, either as an informal association or by appointment of the governing authority. They serve at the pleasure and under the direction of the museum's governing authority or its designee.

External supporting groups are informal associations or separately incorporated nonprofit entities. They are independent of the museum in their own governance. The Accreditation Commission expects there to be a letter of understanding, a management agreement, or other document detailing the relationship between an external supporting group and the museum's governing authority.

Web page hits: Total server hits, regardless of type of use or duration of visit. so known as web page hits: "The retrieval of any item, like a page or a graphic, from a Web server. For example, when a visitor calls up a Web page with four graphics, that's five hits, one for the page and four for the

graphics. For this reason, hits often aren't a good indication of Web traffic." Compare to **Web page views**. (quoted from www.webopedia.com/TERM/H/hit.html)

Web page views: "A Web page that has been viewed by one visitor." Compare to **Web page hits**. (quoted from www.webopedia.com/TERM/p/page_view.html)

AAM Accreditation Program Application Form

A. Who are you and how can we reach you?

1. What is the name of the museum (or museum system*) seeking accreditation? [G]

2. Is the applicant museum an AAM institutional member? [G]

☐ Yes: Member# _____

☐ No

3. Address

a. Physical Address:

b. Mailing address (if different):

c. Phone Number:

d. Fax Number:

e. E-mail:

f. Web site URL:

4. Accreditation process contacts

Provide the name and contact information for the person who will be the Accreditation Program staff's primary contact at the museum during the review process, and an alternate. One of the two must be the director*. [G]

a. Primary:

Name: _____ Title: _____

Phone Number: _____ Fax Number: _____

E-mail: _____

b. Alternate

Name: _____ Title: _____

Phone Number: _____ Fax Number: _____

5. Governing authority

a. Official name of the museum's governing authority*: _____

b. Head of governing authority*:

Name: _____ Title: _____

If the museum has more than one governing authority (i.e., has joint governance), complete 5.c and 5.d. [G]*

c. Official name of other governing authority*: _____

d. Head of other governing authority:

Name: _____ Title: _____

6. Application completed by (name and title): _____

B. Is your museum eligible for accreditation? [R]

To participate in the AAM Accreditation Program, a museum must meet the following eligibility criteria. If you answer no to any of these questions, your museum is not eligible for accreditation. If you have questions about any criteria and how they apply to your museum, please contact program staff.

- | | |
|--|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 1. Is the museum a legally organized nonprofit* institution or part of a nonprofit institution or government entity? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 2. Is the museum essentially educational in nature? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 3. Does the museum have a formally stated and approved mission*? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 4. Does the museum use and interpret objects and/or a site for the public presentation of regularly scheduled programs and exhibits? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 5. Does the museum have a formal and appropriate program of documentation, care, and use of collections* and/or objects? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 6. Does the museum carry out the above functions primarily at a physical facility/site? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 7. Has the museum been open to the public for at least two years? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 8. Is the museum open to the public at least 1,000 hours a year? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 9. Has the museum accessioned* 80 percent of its permanent collection? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 10. Does the museum have at least one paid professional staff with museum knowledge and experience? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 11. Does the museum have a full-time director* to whom authority is delegated* for day-to-day operations? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 12. Does the museum have the financial resources sufficient to operate effectively? |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 13. Can the museum demonstrate it meets the <u>Characteristics of an Accreditable Museum</u> ? [G] |

C. Tell us about your institution

Demographics

1. Museum type

Check your museum's primary type in list 1.a. Use the list in 1.b to identify a secondary type, if applicable. If the museum encompasses more than two types, select "general museum".

a. Primary type (check only one):

- ☐ Aquarium
- ☐ Arboretum/Botanic Garden
- ☐ Art Museum/Center
- ☐ Children's/Youth Museum
- ☐ Historic House/Site
- ☐ History Museum
- ☐ General Museum*
- ☐ Natural History/Anthropology Museum
- ☐ Nature Center
- ☐ Planetarium
- ☐ Science/Technology Museum/Center
- ☐ Zoo
- ☐ Specialized Museum
 - ☐ Air & Space
 - ☐ Maritime
 - ☐ Military
 - ☐ Transportation
 - ☐ Other (Specify): _____

b. Secondary type (check only one):

- ☐ Aquarium
- ☐ Arboretum/Botanic Garden
- ☐ Art Museum/Center
- ☐ Children's/Youth Museum
- ☐ Historic House/Site
- ☐ History Museum
- ☐ General Museum*
- ☐ Natural History/Anthropology Museum
- ☐ Nature Center
- ☐ Planetarium
- ☐ Science/Technology Museum/Center
- ☐ Zoo
- ☐ Specialized Museum
 - ☐ Air & Space
 - ☐ Maritime
 - ☐ Military
 - ☐ Transportation
 - ☐ Other (Specify): _____

2. What year did the museum open to the public? [R] _____

3. Attach a general brochure about the museum. (Attachment #1)

Mission

4. State the museum's mission*, and give the date of its approval.

Organizational Structure

5. Is the applicant museum part of a larger parent organization*? [G]

- ☐ No → skip to question 7
- ☐ Yes → answer questions 6.a-d

6. If you answered yes to question 5:

a. Name of the parent organization*: _____

b. Nature of parent organization*

- ☐ College/university (select "other" for other educational entities, e.g., high school)
- ☐ Museum system*
- ☐ Historical society
- ☐ Other non-museum nonprofit* organization (e.g., foundation, league, society)
- ☐ For-profit organization
- ☐ Other (e.g., government entity) : _____

- c. Briefly describe the other types of museum or non-museum entities the parent oversees, if any (e.g. city parks, libraries, a university, city schools, etc.).
- d. Briefly explain the legal relationship between the museum and its parent organization*, and what role the parent organization plays in the applicant's operations and governance.
7. Select the category that best describes the museum's governance. (Note: if your museum has a parent organization*, please indicate the nature of the parent's governing authority here):
- ☐ County
 - ☐ Federal
 - ☐ Municipal
 - ☐ Private Nonprofit
 - ☐ State
 - ☐ Tribal
 - ☐ Other (specify): _____
8. a. Are there any other external, separately incorporated organizations or government entities that have or share key assets or responsibilities that are crucial to the museum's operations? [G]
☐ No
☐ Yes
- b. If yes, list the organizations and briefly describe the assets/responsibilities they provide to or share with the museum that are crucial to its operation.
9. Attach current organizational chart(s). Ensure the chart(s) show the following elements of the organizational structure: parent organization*, governing authority*, advisory board*, supporting groups/organizations*, staff, and volunteers as applicable. (Attachment #2)
10. Provide a summary of your staff in the chart below. [G]
- | | |
|---|--|
| a. Number of full-time staff* | |
| b. Number of part-time staff | |
| c. Number of volunteers/unpaid staff | |
| d. Annual number of volunteer hours (for the most recently completed fiscal year) | |
11. Is the entity seeking accreditation for a museum system* (i.e., seeking accreditation for the entire system)? [G]
☐ No
☐ Yes, Name of system: _____
If yes, answer the questions in Section D

Collections* [G]

12. Which best describes the status of your museum regarding collections* ownership and use?
- ☐ a. Owns collections and/or manages collections belonging to others on an ongoing basis
→ answer questions 13-15
 - ☐ b. Does not own or manage collections, but borrows and uses collections for exhibits, education, or research → skip to question 15
 - ☐ c. Neither owns, manages, nor borrows collections—is not collections-based. (e.g., some children's museums and science centers) → skip to question 16
13. a. If you checked 12a, what is the total quantity (number or other appropriate measures, such as linear feet, # of lots, etc.) of items in the collections* the museum owns or manages for others on an ongoing basis: _____
- b. This number was: ☐ Counted ☐ Estimated
14. If you checked 12.a and own the collections*, what percentage of the collection is accessioned*? [R] _____
15. If you checked 12.a or 12.b, briefly describe the type and scope of the collections the museum owns, manages for others on an ongoing basis, or borrows and uses.

Audiences*

16. Provide attendance* figures for your most recently completed fiscal year: [G]

a. Fiscal Year: 20____

b. Fill in the chart

Type of Visit	#	This number was:
Physical		
On-Site*:		<input type="checkbox"/> Counted <input type="checkbox"/> Estimated
Off-Site*:		<input type="checkbox"/> Counted <input type="checkbox"/> Estimated
Total:		
Virtual*		
Web page hits* or page views*: (give figures for only one method of counting web usage)	_____ page hits _____ page views	<input type="checkbox"/> Counted <input type="checkbox"/> Estimated <input type="checkbox"/> Not counted/don't know <input type="checkbox"/> Don't have a web site
Programmatic/interpretive web site use*:		<input type="checkbox"/> Counted <input type="checkbox"/> Estimated <input type="checkbox"/> Not counted/don't know <input type="checkbox"/> Don't have a web site

17. Give a brief description of the audiences* the museum currently serves.

18. a. What is the population of the area where your museum is located? [G] _____

b. Is this your:

☐ Municipality

☐ Greater metropolitan area

☐ County

☐ State

☐ Region (specify): _____

☐ Other (specify): _____

19. a. How many hours a year is the museum open to the public? [G] [R] _____

b. List the schedule of hours the museum is open to the public.

Education and Interpretation*

20. List the primary ways the museum interprets and presents its collections and/or interprets its key concepts and themes (e.g. permanent/changing exhibits, period rooms, historic structures, interpreted landscapes, traveling shows, hands on activities, web site, guided tours, etc.)

21. Briefly describe the other ways the museum delivers its educational and interpretive content (e.g. public programs, publications, electronic media, school programs, etc.).

22. Attach a copy of the most recent program calendar (e.g., exhibits, programs, events) (Attachment #3)

Finances

23. Complete the chart below for the current and most recently completed fiscal year.

	Current FY 20____ (per budget)	Most recently completed fiscal Year: 20____ (actual)
a. Operating income*		
b. Operating expenses*		
c. Net surplus (deficit)		
d. Non-operating income*		
e. Non-operating expenses*		
f. Market value of any institutional endowment* (at year end for most recently completed fiscal year; estimated for most for current fiscal year)		

Facilities

24. a. Provide information about the buildings and grounds owned or used by your museum in the chart below. [G]

a. Number of buildings/structures	
b. Total interior square footage* of facilities	
c. Total exterior space (in acres or square feet, as appropriate)	<input type="checkbox"/> sq. ft. <input type="checkbox"/> acres
d. Exhibition space (in acres and/or square feet, as appropriate)	<input type="checkbox"/> sq. ft. <input type="checkbox"/> acres
e. On-site collection storage square footage	
f. Off-site collection storage* square footage	

- b. Are any of these historic structures?

- ☐ No
☐ Yes → answer 24.c

- c. If yes, describe:

Wrap up question

25. In one page or less, explain why accreditation (the status and/or process) is important to your museum.

Application Attachments:

Three attachments are listed in the questions above. Check that they are attached:

- ☐ Attachment 1: Brochure (see question 3)
☐ Attachment 2: Organizational chart(s) (see question 9)
☐ Attachment 3: Most recent program calendar (e.g., exhibits, programs, events) (see question 22)

D. Museum systems*

If you answered yes to question 11 in section C, answer the questions in this section (D). If you answered no to question C.11, skip to section E.

1. Indicate how the following functions are handled within the museum system by placing an X in the appropriate cells.

	Centralized	Independent by site	Customized for each site based on a centralized model/policy
Mission			
Governance/ Board			
By-laws			
Planning			
Code of Ethics			
Budget			
Human resources			
Development			
Exhibit design/ Fabrication			
Exhibit research/ curation			
Conservation			
Security			
Facilities management			
Public Relations			
Marketing			
Legal counsel			
Membership			
Collections management			

2. If needed, provide clarification about any aspects of the system structure you checked in the above table.
3. List each separate component of your museum system and describe the type of each component by using the following selections: Associated*, Branch*, Headquarters*, Satellite*, Undeveloped Asset*, Other (see Glossary for details). Expand the grid as needed.

Site Name	Type	City, State	Director Name & Title

E. Survey of additional documentation

The questions in this section pertain to some of the documents required as part of the accreditation review process. These documents and others (e.g., lists, samples, images, etc.), will be submitted as attachments to the Self-Study Questionnaire. **Do not submit the documents listed in this section with your application.**

We ask for you to report on the status of selected documents to help gauge your museum's readiness for accreditation. If a number of these documents do not exist, are still in draft, or need substantial revision, you encourage you to complete them before applying.

The institutional plan and code of ethics are highlighted because the Accreditation Commission frequently finds that these documents do not meet its criteria, as detailed in the corresponding *Accreditation Commission's Expectations*.

Institutional Plan* [G]

[See the *Accreditation Commission's Expectations Regarding Institutional Planning*]

1. What time period is covered by the museum's current institutional plan?
From _____ to _____
Date plan approved: _____
Last updated (if applicable): _____
2. a. What does the current plan(s) include? (Check all that apply) [R]
 - ☐ All relevant aspects of museum operations (i.e., all areas of museum operation in which the museum needs to take action)
 - ☐ Goals (specific things the museum wants to achieve)
 - ☐ Action steps (specific assignments to achieve these goals)
 - ☐ Assignment of responsibility for accomplishing action steps
 - ☐ Assessment of resources (human and financial) needed to implement the plan
 - ☐ Steps to obtain these resources (e.g., a financial plan, staffing plan)
 - ☐ Timeline for implementation

b. If any of these items were left unchecked, explain why, what is being done to meet these requirements, or where these elements can be found.
3. What is the current status of the museum's institutional planning process? (Check only one):
 - ☐ Preparing to start new planning process
 - ☐ Have started developing a new plan/are working on a new plan
 - ☐ Just completed a new plan that is not yet approved
 - ☐ Engaged in a regular review of current plan
 - ☐ No current planning activities (i.e., only implementing existing plan)

Institutional Code of Ethics [G]

[See the *Accreditation Commission's Expectations Regarding Institutional Code of Ethics*]

4. a. Does the museum's code of ethics meet the following required criteria? (Check all that apply) [R]
- ☐ Puts forth the institution's basic ethical responsibilities as a *museum and non-profit educational entity*, and is not solely about individual conduct (e.g., conflict of interest issues).
 - ☐ Is tailored to the museum: is not simply a restatement of the AAM Code of Ethics for Museums (2000), and not simply a copy of a parent organization's* code.
 - ☐ Is consistent with the AAM Code of Ethics for Museums (2000)
 - ☐ States it applies to members of the governing authority
 - ☐ States it applies to staff
 - ☐ States it applies to volunteers
 - ☐ Is a single document, not a compilation or list of references to other documents.
 - ☐ Approved by governing authority (date of approval _____)
- b. If any of these items were left unchecked, please explain why, and what is being done to meet these requirements.

Other Documents

The chart below lists some of the other documents that will be required in the accreditation review and asks you to report on their current status. These are not the only documents that will be examined in accreditation—a complete list is available at www.aam-us.org/museumresources/accred/document-list.cfm.

Note that the documents related to collections (loan forms, policies, etc.) are only required for museums that own, manage, or use collections (i.e., if you checked 12.a or 12.b in section C)

5. Indicate the current status of each document by placing an X in the appropriate column. If you need provide any comments or clarification related to your answers, use the space below the chart.

Have	Drafting	Revising	Do not have	Not applicable	Document
					Articles of Incorporation, charter, enabling legislation or other founding document
					Bylaws*, constitution, legislation, will or other documentation under which the museum is governed
					IRS letter of notification regarding tax-exempt status
					<i>If the museum has a parent organization*:</i> Documentation regarding the importance of the museum to the parent, expressing its commitment to support the museum (e.g., resolution of permanence passed by the parent, parent organization's bylaws* or organizing documents, memorandum of understanding or management agreement between the parent and the museum) [See the <i>Accreditation Commission's Expectations Regarding Governance</i>]
					Documentation of operational relationships with other organizations integrally connected to the museum's governance or operations: a) <i>if the museum has joint governance*</i> : a written management agreement or contract that delineates the relationship between the joint governing authorities b) <i>if the museum has agreements with any external, separately incorporated organizations or government entities that have or share key assets or responsibilities that are crucial to the museum's operations</i> : written management agreement or contract between the museum and the organization
					Governance manual*
					Evidence of delegation of authority* to the director for day-to-day operation of the museum [See the <i>Accreditation Commission's Expectations Regarding Governance</i>]
					Positions descriptions and current resumes for principal professional and administrative staff (both current and vacant positions)
					Personnel policies manual
					Repository agreement* for objects cared for by the museum but owned by others (if applicable)
					Collections management policy* and loan policies (or, custodial care and borrowing policies for museums that do not own or manage collections, but borrow and use collections for exhibits, education, or research) [See the <i>Accreditation Commission's Expectations Regarding Collections Stewardship</i>]
					Collections documentation* record(s) (accession*, catalog*, and inventory* information)

					Deaccession* form (if the museum, by policy, is authorized to deaccession collections)
					Outgoing loan agreement/form
					Incoming loan agreement/form
					Condition report form
					Current fiscal year's budget(s)* for operating* and non-operating* income and expenditures
					Audited financial statements for two years including management letters
					Floor plan and/or site plan
					Emergency/disaster preparedness plan (covering staff, visitors, and collections)

F. Other readiness factors

This section explores challenges that may influence your accreditation review. By capturing this information with your application, Program staff are better able to assist you with the review process.

1. a. Within the past three years has your organization experienced (check all that apply). [G]
 - ☐ Change of executive director
 - ☐ Layoff of 10% or more of staff
 - ☐ Turnover of 30% or more of staff
 - ☐ Hiring of first professional staff
 - ☐ Opening a new building or new museum
 - ☐ Major construction
 - ☐ Natural disaster (e.g., flood, fire, earthquake)
 - ☐ Theft of collections objects
 - ☐ Cancellation of capital improvements or expansion plans
 - ☐ Budget deficits
 - ☐ Increase in budget of over 25%
 - ☐ Loss of significant funding that adversely affected the organization's ability to fulfill its mission
 - ☐ Public pressure to cancel or alter exhibit content
 - ☐ Merger with another institution
 - ☐ Organizational restructuring
 - ☐ Significant change of mission/purpose
 - ☐ Other: _____
- b. If you checked any of the boxes, please provide a very brief explanation of the nature of the event and any impact on operations and preparation for accreditation.
2. a. Are there any major capital expansions/improvements underway or planned for the next three years?
 - ☐ No
 - ☐ Yes → answer 2.b
- b. If yes, *briefly* describe and discuss if/how will these affect your progress through the accreditation process. (Many institutions have found it difficult to work on an Accreditation review while managing major capital changes.)

G. How did you prepare for accreditation?

Successful accreditation program participants engage in considerable preparation for the review process. The following questions are used to assess your museum's readiness for participation. The answers are not used to evaluate the institution's eligibility.

1. How did you first learn about the Accreditation Program?
 - ☐ A colleague/peer
 - ☐ AAM's Web site
 - ☐ AAM program (Annual Meeting, Professional Education Seminar, etc.)
 - ☐ AAM publications or products
 - ☐ State/Local/Regional/Specialized group's meeting meeting/event
 - ☐ State/Local/Regional/Specialized group's newsletter
 - ☐ AAM Membership information
 - ☐ Former position
 - ☐ Other _____
2. How long has the museum been seriously considering seeking accreditation and/or preparing to apply?
3. Has the museum previously undertaken any type of formal institutional assessment? (*Note: none of these are required.*)
 - ☐ Museum Assessment Program (MAP): Institutional Assessment (year: _____)
 - ☐ MAP: Collections Management Assessment (year: _____)
 - ☐ MAP: Public Dimension Assessment (year: _____)
 - ☐ MAP: Governance Assessment (year: _____)
 - ☐ Conservation Assessment Program (CAP) (year: _____)
 - ☐ Private consultant (year: _____)
 - ☐ Other: _____ (year: _____)
4. Check any of the following resources the museum used as part of its preparation for the accreditation process:
 - ☐ General Accreditation Program information packet
 - ☐ Accreditation web pages on the AAM web site
 - ☐ AAM Information Center on-line information
 - ☐ AAM Information Center sample document service
 - ☐ Accreditation Resource Kit (available from the AAM Bookstore)
 - ☐ Secrets of Accreditation—AAM Professional Education Seminar
 - ☐ Informational sessions at state/regional/national conferences and meetings (List meeting name and date) _____
 - _____
 - _____
 - ☐ Other _____

H. Signature Page [G]

This application must be signed by the museum director* and the head of the governing authority(ies)*. Signature must match the individuals listed in Section A.

Submission of this application for accreditation constitutes an agreement by the applicant institution to consent to and abide by the decisions of the AAM Accreditation Commission and the administrative requirements of the program, upon acceptance into the program.

We, the undersigned, certify that we have:

- ✓ approved the content and submission of the museum's application to the AAM Accreditation Program
- ✓ read the eligibility criteria for accreditation and affirm that the museum applying for accreditation meets all the criteria
- ✓ read and understand the *Characteristics of an Accreditable Museum* and believe that the museum applying for accreditation operates according to these guidelines
- ✓ read the general informational literature about the Accreditation Program and understand the basic nature of the program and what the process involves

Name of Institution Seeking Accreditation: _____

Signature of Museum Director*	(Print Name and Title)	Date
-------------------------------	------------------------	------

Signature of Head of Governing Authority*	(Print Name and Title)	Date
---	------------------------	------

Signature of Head of Other Governing Authority* (if applicable)	(Print Name and Title)	Date
---	------------------------	------

APPENDIX B

Louisiana State Museum Visitor Survey



The Louisiana Research Team



Louisiana State Museum Visitor Survey

Thank you for visiting the Cabildo. The Cabildo is part of a complex of museums that make up the Louisiana State Museum. We deeply appreciate your visit and request that you assist us in serving you even better by answering a few questions about your experiences. Your answers are very important to us in determining the economic impact of the Louisiana State Museum and to find out what visitors like and dislike about the museum.

1. What is your home ZipCode? _____

2. If not from the U.S., what country are you from? _____

IF YOU ARE A NEW ORLEANS METRO AREA RESIDENT, SKIP TO QUESTION #10

This section is for visitors outside the New Orleans Metro Area Only!

3. Are you staying overnight in New Orleans? ☐ Yes ☐ No

4. How many nights are you staying in New Orleans? _____ nights

5. Is this your first visit to New Orleans? ☐ Yes ☐ No

7a. If no, how many times have you been to New Orleans?

☐ 2 – 5

☐ 6 – 10

☐ 10 or more

6. What is the *primary* purpose of your visit to New Orleans? (**check one only**)

☐ To Visit Friends/Relatives

☐ To attend Convention/Trade Show

☐ For Pleasure/Vacation

☐ To Visit the Louisiana State Museum

☐ Hurricane related

☐ Other (specify; print): _____

7. If your *primary* purpose was NOT to visit the Louisiana State Museum, did you extend your stay in order to visit the Museum?

☐ Yes ☐ No ☐ N/A

If yes, by how many days? ☐ ½ ☐ 1 ☐ 2

And, by how many nights? ☐ 1 ☐ 2 ☐ 3

8. How important was the Louisiana State Museum in your decision to come to New Orleans?

☐ Very Important ☐ Somewhat Important ☐ Neutral

☐ Of Little Importance ☐ Of No Importance

9. By the time you leave New Orleans, please estimate how much you will have spent on your trip in New Orleans, including lodging: \$ _____

(excluding the cost of getting to New Orleans)

10. Which of the Louisiana State Museums did you visit today? **(Check all that apply)**

- ☐ Cabildo/Arsenal
- ☐ Presbytere
- ☐ 1850 House
- ☐ Old U.S. Mint
- ☐ Madame John's Legacy
- ☐ Other: _____

11. Which of the Louisiana State Museums did you visit in the last 12 months? **(Check all that apply)**

- ☐ Cabildo/Arsenal
- ☐ Presbytere
- ☐ 1850 House
- ☐ Old U.S. Mint
- ☐ Madame John's Legacy
- ☐ Wedell-Williams Memorial Aviation Museum in Patterson
- ☐ Old Courthouse in Natchitoches
- ☐ E.D. White Historic Site in Thibodaux
- ☐ Other: _____

12. How did you hear about the Louisiana State Museum? **(Check all that apply)**

- | | |
|---|---|
| <input type="checkbox"/> Internet/Web site | <input type="checkbox"/> Called or visited state information center |
| <input type="checkbox"/> Wrote/phoned the museum | <input type="checkbox"/> Television |
| <input type="checkbox"/> Friends, family, co-workers | <input type="checkbox"/> Welcome Center |
| <input type="checkbox"/> Called or visited travel company | <input type="checkbox"/> Maps |
| <input type="checkbox"/> Called or visited travel agent | <input type="checkbox"/> Personal knowledge/previous visit |
| <input type="checkbox"/> Convention and Visitors Bureau | <input type="checkbox"/> State Museum Brochure |
| <input type="checkbox"/> Automobile/Travel Club | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Travel guides, books, magazines | <input type="checkbox"/> Passed by |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Other _____ |

13. Is this your first visit to the Louisiana State Museum? ☐ Yes ☐ No

13b. If no, how many times have you been here before? _____ times.

14. Did you or do you plan to make a purchase in the museum gift shop? ☐ Yes ☐ No

15. Please indicate your level of agreement with each statement by checking the appropriate option:

15a. Visiting the Louisiana State Museum is an educational experience.

- ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

15b. The Louisiana State Museum does a good job of preserving Louisiana's cultural history.

- ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

15c. The Louisiana State Museum makes the public aware of traveling exhibits.

- ☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

15d. My visit to the Louisiana State Museum has expanded my awareness of Louisiana's cultural history.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

15e. The building which houses the museum appears to be authentically preserved.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

15f. Have you visited the Louisiana State Museum's website? ☐ Yes ☐ No

If, yes: (if no, skip to #16)

↳ 15f1. I am aware of on-line exhibits, publications and other resources through the museum's web page?

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

16. How would you rate your visit to the Louisiana State Museum today?

Please answer on a scale of 1-5, with 1 being not enjoyable and 5 being very enjoyable

Not enjoyable **1** **2** **3** **4** **5** *Very enjoyable*

17. My visit to the Louisiana State Museum today:

☐ Exceeded my expectations ☐ Almost met my expectations ☐ Don't know

☐ Met my expectations ☐ Failed to meet my expectations

18. How many people were in your party on this visit to the Louisiana State Museum? _____

19. Are you part of an organized tour group? ☐ Yes ☐ No

20. Did any children under 18 accompany you on your most recent visit to the Louisiana State Museum?

☐ Yes ☐ No

21. My favorite thing about the Louisiana State Museum is:

_____.

22. The one thing I would change about the Louisiana State Museum is:

_____.

23. Are you retired? ☐ Yes ☐ No

24. Are you a student? ☐ Yes ☐ No

25. What category best describes your age?

☐ 18-24 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ 65+

26. Which category best describes your current annual household income?

☐ Under \$25,000 ☐ \$25,000-\$49,000 ☐ \$50,000-\$74,000
☐ \$75,000-\$99,000 ☐ \$100,000-\$149,000 ☐ \$150,000+ ☐ refused

APPENDIX C

Louisiana State Museum Survey

Q1 At which Louisiana School are you a teacher?

Q2 What is the ZipCode of the school?

Q3 What grade(s) do you teach?

Q4 What subject(s) do you teach?

Q5 Have you ever brought your students on a field trip to the Louisiana State

- ☐ Yes **1**
☐ No **2**

Q5A When?

- ☒ 12 or fewer months ago **1**
☐ 13-24 months ago **2**
☐ More then 24 months ago **3**

Q6 To which of the Louisiana State Museums did you bring the student: that apply)

- ☐ Cabildo 1
- ☐ Presbytere 2
- ☐ 1850 House/Pontalba Building 3
- ☐ Old U.S. Mint 4
- ☐ Other (please specify) 5

If you selected other, please specify:

Q7 Did you use a self-guided tour, or a guided tour?

- ☒ Self-guided 1
- ☐ Guided 2

Q8 Was it your first visit to the Louisiana State Museum with your stud

- ☒ Yes 1
- ☐ No 2

Q8B Do you plan to bring students to the museum again?

- ☒ Yes 1
- ☐ No 2

Q8A How many times have you taken students to the museum before?

Q9 The visit to the Louisiana State Museum with my students:

- ☒ Exceeded my expectations 1
- ☐ Almost met my expectations 2
- ☐ Don't know 3
- ☐ Met my expectations 4

☐ Failed to meet my expectations 5

Q10 Have you used other resources of the Louisiana State Museum?

☒ Yes 1

☐ No 2

Q10A Please indicate which resources you have used: (Check all t

- | | |
|---|----|
| <input type="checkbox"/> Outreach Program – Classroom Visits | 1 |
| <input type="checkbox"/> Outreach Program – Trunk Exhibits | 2 |
| <input type="checkbox"/> Louisiana History Lesson Plans | 3 |
| <input type="checkbox"/> Music at the Mint for Kids | 4 |
| <input type="checkbox"/> Black Heritage Programs | 5 |
| <input type="checkbox"/> Gallery Tours with Artist Tony Green | 6 |
| <input type="checkbox"/> National History Day | 7 |
| <input type="checkbox"/> Louisiana State Museum Digital Collections | 8 |
| <input type="checkbox"/> Online Lesson Plans and Teacher Resources | 9 |
| <input type="checkbox"/> Online Historical Sources | 10 |
| <input type="checkbox"/> Online Projects | 11 |
| <input type="checkbox"/> History Day Materials | 12 |
| <input type="checkbox"/> Other (please specify) | 13 |

If you selected other, please specify:

Q11 How did you hear about the Louisiana State Museum? (Check all that ap

- | | |
|--|----|
| <input type="checkbox"/> Internet/Web site | 1 |
| <input type="checkbox"/> Wrote/phoned the museum | 2 |
| <input type="checkbox"/> Friends, family, co-workers | 3 |
| <input type="checkbox"/> Convention and Visitors Bureau | 4 |
| <input type="checkbox"/> Travel guides, books, magazines | 5 |
| <input type="checkbox"/> Newspaper | 6 |
| <input type="checkbox"/> Called or visited tourism office | 7 |
| <input type="checkbox"/> Television | 8 |
| <input type="checkbox"/> Welcome Center | 9 |
| <input type="checkbox"/> Maps | 10 |
| <input type="checkbox"/> Personal knowledge/previous visit | 11 |

- ☐ State Museum Brochure 12
- ☐ Radio 13
- ☐ Other (please specify) 14

If you selected other, please specify:

Q12 Have you visited the Louisiana State Museum's website?

- ☒ Yes 1
- ☐ No 2

Please indicate your level of agreement with each statement by checking the appropriate option:

	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Str Dis
Visiting the Louisiana State Museum is a valuable educational experience. 13a	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The Louisiana State Museum does a good job of preserving Louisiana's cultural history. 13b	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My visit to the Louisiana State Museum has expanded my awareness of Louisiana's cultural history. 13c	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The building which houses the museum is in good physical condition. (preservation of buildings) 13d	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The Louisiana State Museum makes the public aware of traveling exhibits throughout the state, within the State Library system and other venues. 13e	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The Louisiana State Museum makes the public aware of on-line exhibits, publications and other resources through the Museum's Web page. 13f	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The Louisiana State Museum provides research support to the citizens and scholars of Louisiana	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

through the Museum Historical
Center.

13g

Q14 My favorite thing about the Louisiana State Museum is:

Q15 One thing I would change about the Louisiana State Museum is:

Q16 Additional services that the Louisiana State Museum could offer would help it be a better educator includes:

We appreciate your participation in the survey. Thank You!

This survey was created with [WebSurveyor](#)

APPENDIX D

My favorite thing about the Louisiana State Museum is:

Open-End Response

Access
Airplanes
All of the special rooms like the African American culture and the Lewis and Clark room and the coffee culture room.
All the artifacts from years past, and the well informed guide we had.
Art work
By getting the students excited about the museum the trip was a fabulous adventure for many of my students who had never been to anything like this before.
Dioramas
Dioramas
Ease of access and historical significance
Educational experience for students
Everything
Everything! I think they are fantastic sights for all ages. As a teacher, I love the idea that I can help students appreciate the museum resources we have in Louisiana.
Extra Programs
Good information
Historical artifacts that appeal to children. Hands on learning
Historical views
How well the museum is kept.
I enjoy the displays of the plantations.
I enjoyed the Old U.S. Mint and the Cabildo. My students were fascinated to see how their ancestors lived long ago.
I like it all.
I like that the children can try on the Mardi Gras costumes and also how they can pretend to ride on a float.
Indian exhibit & old pirogue
It's close to my house.
It is fun and educational for students
It makes history "come alive" to students. It's an excellent resource to compliment classroom studies.
It offers very good educational speakers for the students, and has excellent exhibits for the students to learn about LA.
Its variety. The students had many aspects of interest.
Location
Louisiana Purchase and Napoleon's Death Mask
Napoleon's death mask exhibit; Mardi Gras exhibit
Nothing
Paintings

Showing the cultural history of our state.

Since I have never visited the museum, I am unable to answer.

Students were able to see how life was in early Louisiana history.

The wonderful Mardi Gras exhibit

Those students are exposed to living history through the exhibits.

The 1850's house was an excellent view of life in the early times of New Orleans. The tour was educational and geared to a level that my students could understand.

The ability to amaze students and connections to today's technology/mode of living.

The artifacts and the presentation

The atmosphere of the museum was wonderful and the students enjoyment of visiting.

The Cabildo and Presbytere

The circular shape of the main building and the connecting art rooms. I really like the relief map in the center of the circular building and the outside mural.

The clothes from another era

The collections are wonderful

The dioramas

The dioramas detailed work was amazing.

The exhibits on the third floor

The exhibits!!!

The fact that we can go back and "touch" the history of our state and culture is priceless to me.

The friendliness of the staff and the explanations provided for the different areas.

The history and beauty of the building.

The history and conservation efforts. I just recently heard from an author about research for Primary Documents. It gave me a new perspective.

The history that is preserved in the building. The historical pictures and materials that have been placed in the museum by the people that have lived in our community.

The information provided by the guides was most valuable.

The interior design and displays

The wonderful atmosphere, the exhibits and the historical knowledge to be learned.

The wonderful displays that show the children the important products, resources, history, and life in Louisiana.

Viewing the clothing and furniture And of course the info

When I personally went, it made me feel proud.

Wonderfully informative, interactive, exhibits.

One thing I would change about the Louisiana State Museum is:

Open-End Response

Add more to the educational experience.

Add taped narratives to exhibits

Change nothing

Create more of an awareness these things exists. I had no idea all of these things were available. Make packets for schools resources.

Entrance fee

Have more descriptors and stories to accompany items on display.

Have speaking voices to go along with the dioramas to explain what the students are looking at.

I can't think of anything at the moment.

I wish there was more advertising about the museum when tourist came to visit our city.

I would like to have more time for class trips; though this is not the museum's problem....it's a logistics problem....

If the museum is not available please contact the school before we arrive for the field trip

Mail outs to schools

More "hands on" exhibits where students can make a treasure of their visit and more products in gifts shops, gifts shops on line, easy access to bathrooms.

More exhibits about the area's culture-swamps, animals, birds, wildlife

More for the elementary school group- more hands-on!

More hands on experiences for junior high and elementary students

More interactive exhibits. Some characters in costume (Napoleon? Andrew Jackson?) To speak to the students.

More minority information/art/etc.

Nothing.

Perhaps more landscaping, sculptures by local artist.

Price. Taking several children adds up.

Since I have never visited the museum, I am unable to answer.

Small children need a step up to see well although it has been years since I have been there.

teacher ideas would be helpful

The 1850's House could be a better resource.

The amount of misinformation the guides teach

The museum used to be free to the citizens, and I would like that to continue.

My family went there more often when there weren't any fees.

The short supply of time.

There are no changes I can think of at this time.

Times for tours need to coincide with school times

Update the website. The Aviation Museum site was outdated the last time I looked.

Additional services that the Louisiana State Museum could offer would help me to be a better educator include:

Open-End Response

A brochure in the summer that will tell of the exhibits coming during the school year.

A science lesson guide for the Children's Museum

Access to historical archives via internet and various hands-on workshops

An ethnic timeline and more cultural histories would be greatly appreciated. Genealogy is becoming more meaningful to the older generations and I would love to see more of these exhibits, especially Basque influences in Louisiana.

Being informed of special exhibits. Bring the museum artifacts of schools for particular interest.

CD's of the collection to make available to teachers and students who cannot make an actual visit.

Contact the librarian every once in a while to promote what's out there.

Create a map and info about the different museums, and then issue them either through the internet or publications to the schools in LA.

Educators need more information to pass on to our parents and administrators.

How it could as an educational experience for our students across the board.

ELL children who are beginning English speakers need to go there with a translator and would learn more in a smaller group rather than with a whole grade level.

Handouts such as coloring books and or worksheets or

Having programs that would allow resource people to come into the schools and do some hands on activities concerning different periods of history.

I am principal of a special ed school. We have never visited the museum; however, I have on a number of occasions. We discuss La. History, the recent hiring of a new director, the resources valuable to La. I would love to put together a visit by our student

I would love for someone from the LSM to come to my school as in service for teachers. I know I have missed many opportunities because I am not aware of ALL that you offer. We need to work together!!

Knowledgeable tour guides Exhibits on music

More materials for students to complete after they visit the museum, and thematically oriented tours.

More online awareness

MORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR SOCIAL STUDIES TEACHERS.

More workshops and an online class for tours via the net.

N/A - one must only look at the website, unless one does not know it exists.

None at this moment

None.

On line newsletter of current promotions.

Perhaps vary the programs a bit and have more for the younger students. As with all docent led tours, the quality of the tour depends on the docent.

Perhaps while group tours are seated and waiting to tour, they could either watch a video to prepare them for their visit, or have a tour guide give them background info to set the stage for their visit.

Pre-visit materials appropriate for different age/grade levels
sending out invitations supporting the curriculum

The teacher's guides to the Cabildo and Presbytere that I received in previous years were excellent for preplanning.

Transportation and pressure on the school systems so that we might be allowed to take affordable transportation-school buses to the Museum.

Visit to the schools.

Visual or movies that give more information about our local area.

Visual resources for the classroom, lesson plans to coincide with exhibits in the Museum, etc. Teacher workshops

Websites are available now that were not available when I went with a sixth grade class. The websites should prove valuable.

When changes are made to the exhibits, teachers who have made reservations to attend need to be notified so any worksheet made for that museum can be modified. Especially when exhibits are change from one level to another.
