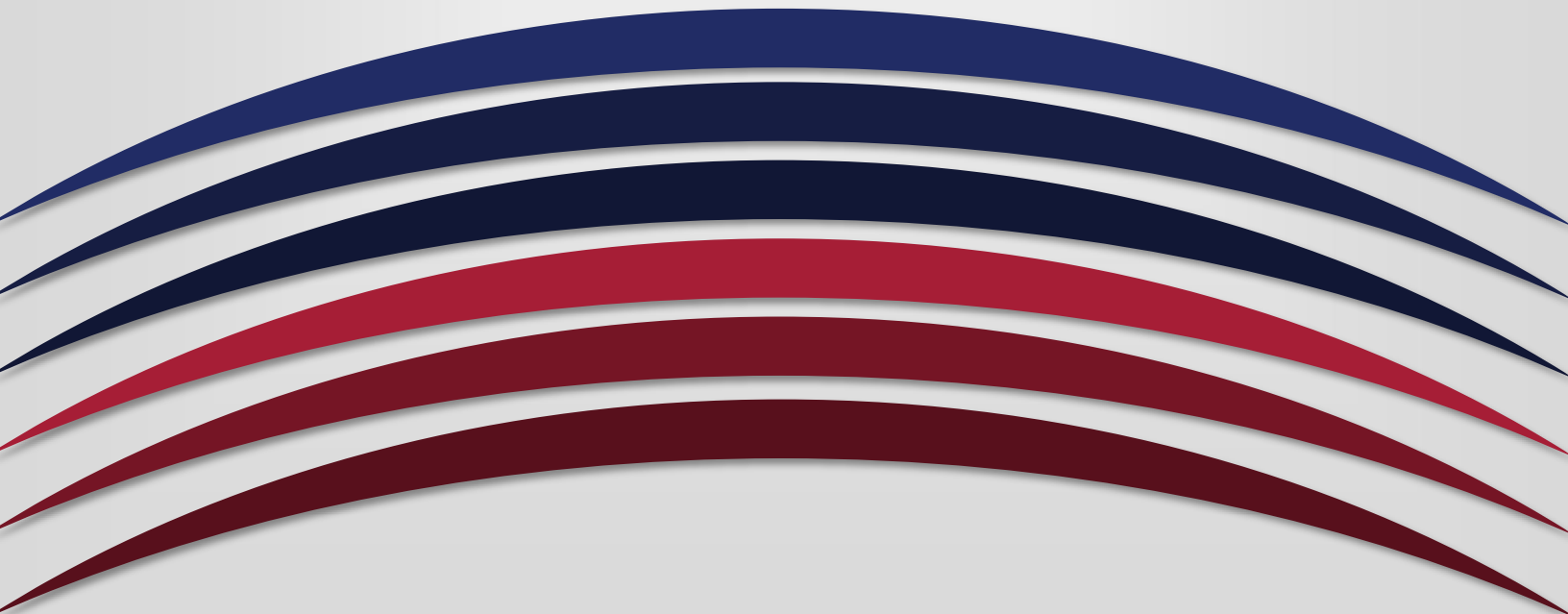


UNIVERSITY OF ARKANSAS
PULASKI TECH

Co-Curricular Assessment Report:
2019-2020



Co-Curricular Assessment

A co-curricular activity is a purposeful and assessable learning opportunities that support academic programming designed to facilitate the development of the whole student.

The goal of the co-curricular learning outcomes assessment (see **Appendix A**) is to continually improve the quality of the student experience and the effectiveness and efficiency by which UA-PTC uses resources to provide co-curricular activities. Assessment efforts answer three simple questions:

1. Has the student gained knowledge, skill, and improved attitude or health?
2. How has the experience impacted student performance?
3. How can co-curricular programs be improved?

All members of the UA-PTC community (instructional and non-instructional) should include any planned co-curricular activities in their respective annual assessment plans, with appropriately aligned co-curricular learning outcomes. Annual plans can be updated at any time, but not all co-curricular activities will lend themselves to this type of annual assessment. However, all co-curricular activities that receive funding should complete an annual assessment report, and for all other types of co-curricular activities that are available to students, it is highly recommended that this form be completed annually and shared with appropriate stakeholders. The college expects programs/departments/schools to make co-curricular changes and budget requests based in part upon assessment findings.

A primary goal for each co-curricular assessment is to include at least one direct measure of student learning, which is could be accomplished through the use of surveys, quizzes, projects, and interviews. In addition to direct measures, you may also use indirect methods to assess student achievement such as numbers of participants and satisfaction surveys.

All co-curricular activities will be asked to submit an assessment report to assessment@uaptc.edu within 30 days after the scheduled activity.

Part A: Identification

Name of co-curricular:	<u>Annual Student Art Competitive</u>
Name of individual compiling report:	<u>Kim Kwee</u>
Date of submission:	<u>9/2/20</u>

Part B: Outcomes and Mapping

What are your Co-Curricular Outcomes (CCLOs)? If your co-curricular activity has a mission statement, please include your mission statement as well.

The Annual Student Art Competitive gives students in art studio courses, many of which will major in art at transfer institutions, the experience of participating in the process of preparing and submitting their creative work for professional review. Students who are chosen for exhibition gain the experience of participating in a public, juried art exhibition. Other students and stakeholders are exposed to the accomplishments of our visual art students.

How does your co-curricular activity relate to the school's co-curricular learning outcomes?

To help mapping your learning outcomes to the school's overall co-curricular learning outcomes, please check any applicable boxes below for any skills, knowledge, or values related to the outcomes mentioned above. If you don't see any that apply to your CCLOs, please explain under "Other" how your activity relates to a campus CCLO.

Accountability (CCLO #1, #3, #5)

Motivation (CCLO #4)

Communication (CCLO #1, #2, #3)

Organization / Scheduling (CCLO #4)

Cultural Awareness (CCLO #2, #5, #4)

Time Management (CCLO #4)

Diplomacy (CCLO #1, #2, #3, #5)

Event Planning (CCLO #1, #3)

Marketing / Publicity (CCLO #3, #5)

What are the assessment methods? Are they direct or indirect?

Direct – the works are chosen by independent jurors and students are given surveys about their experience.

What is the assessment goal(s)?

We want at least 75% of the total number of students in our studio art courses to voluntarily participate in the competition. We want the award winners to represent the diversity of ages and ethnicities that exists in our classrooms.

What is the assessment plan for assessment for the next academic year? Is the assessment plan

Revision of the previous

If you answered either A. or B. above, please explain below:

This event was not reported prior to this year, although data was collected.

Part C: Assessment Findings

What were the findings for this academic year (2019-2020)?

I want to include previous year's data in this section because it was not reported in this public format, and I think it is relevant to our current goals:

9th Annual 2017 Selected Participants

20 student participants out of 68 total participants submitting entries had works selected for exhibition. Of the 3 award winners recognized at Celebrating Student Milestones, 1 was a non-traditional student and 2 of the 3 were students of color.

There was no data collected from the competition in 2018.

11th Annual 2019

20 students had works selected for the exhibition out of 42 total participants who entered one or more works for consideration. 29 works were selected by the juror, Liz Smith, ceramics professor and interim Chair of the Department of Art at University of Central Arkansas. There were 56 works submitted for judging. Of the 29 works selected for exhibition, 6 were digital photographs, 5 were three-dimensional sculptures, and 18 were drawings or other two-dimensional works on paper (included digital illustrations on paper). 2 of the 3 award winners recognized at Celebrating Student Milestones were students of color.

Selected student demographics:

13 of the 20 (65%) female; 7 of the 20 (35%) male

12 of the 20 (60%) Caucasian; 8 of the 20 (40%) African-American

Student participant survey results: Survey was given to students in the Basic Drawing, 2D Design, and Figure Drawing classes. Only students who had submitted work to the competition, regardless of whether or not their work was selected for exhibition, were given the survey. No results were collected from students in 3D Design. We only collected 11 completed surveys out of 42 participants (only 26%). We need a better way to survey the participants.

Question 1: How satisfied were you with the process of entering the art competition? (Scale of 1 to 5, 1 being “Dissatisfied” and 5 being “Very Satisfied”)

4 responded with a “3”; 4 responded with a “4”; 3 responded with a “5”

Question 2: How much benefit did you get from reviewing your past artwork? (Scale of 1 to 5, 1 being “No Benefit” and 5 being “Great Benefit”)

1 responded with a “2”; 2 responded with a “3”; 4 responded with a “4” ; 4 responded with a “5”

Question 3: How well do you think this experience prepares you for participating in future art competitions? (Scale of 1 to 5, 1 being “No Benefit” and 5 being “Great Benefit”)

1 responded with a “2”; 4 responded with a “3”; 2 responded with a “4”; 4 responded with a “5”

Open-ended Question 4: Additional Comments

“Professors made sure the students stayed well-informed of the competition. It always fills a student with pride and desire to grow. I hope to see the Annual Student Art Competitive grow.”

“Not necessarily a complaint, but the process wasn’t very involved – that’s okay, but I don’t know exactly how the process compares to other competitions.”

“Very easy to enter and was fun to be a part of.”

“A very good process to know for any student or artist that will want to enter a competition”

12th Annual 2020 – During the Pandemic

In Spring 2020, the physical Student Art Competitive was cancelled due to the closure of campus on March 13. However, the visual art faculty were able to work with students and Lennon Parker to launch a virtual gallery online: <https://uaptc.edu/gallery>

28 students are represented in the virtual gallery and jurors from the local art community selected these 28 and award winners plus three honorable mentions from 44 digital works the faculty collected from students while at home in quarantine. Students who were selected were notified and expressed pride and excitement, but a formal survey was not distributed. Celebrating Student Milestones was conducted virtually, and the award winners were recognized as part of that program.

With the gallery being virtual, we can track the number of views for the work. This data was provided by Lennon Parker:

April: 40
May: 18
June: 4
July: 5
August: 4

What is your analysis of the findings?

While some aspects of the experience were not possible, students were still able to participate in a public exhibition of their work that utilized a platform accessible beyond our building. The virtual gallery may be a complementary addition to the traditional format of our competition.

We need to collect our total number of students in studio classes to see if 75% are represented.

The greatest number of views coincided with publicity in collaboration with PR and Marketing as well as promotion from our Chair and Dean.

What changes were implemented this year based on last year's findings, if applicable?

Instructors had to take a more active role in collecting the submissions rather than letting that be totally student-motivated because we were not physically on campus at the time. Jurors had to evaluate digital images of the works instead of the physical works. Students were not asked to complete surveys, although they were invited to share their thoughts about the virtual gallery.

What budgetary resources, if any, are needed for your program based on your assessment findings? (Please note that if you require financial assistance for your cocurricular, the amount is noted here)

Lennon Parker graciously built the website and gallery. To mount a traditional exhibition of physical works, approximately \$350 of materials are used which includes matboard, foamcore, adhesives, and miscellaneous supplies. This small amount should be put into context with exhibitions that are brought into the Windgate Gallery that cost thousands of dollars to rent. We used to offer prizes for the award winners, but were told that we could no longer. Typically, student competitiveness at UALR and UCA offer cash prizes to the award winners. We would need \$350 to offer awards or prizes of supplies, such as nice portfolios or professional art supplies.

Appendix A

Co-Curricular Learning Outcomes (CCLOs): CCLO

#1 Leadership

- Empower and inspire others
- Navigate and affect change
- Recognize strengths
- Work toward a shared vision

CCLO #2 Inclusiveness

- Promote cultural diversity within our community

CCLO #3 Social Responsibility

- Act with honesty and principles to facilitate positive social change

CCLO #4 Mindfulness

- Identify effective self-care strategies to foster healthy, mind, body, and spirit (purpose, reflection, awareness, personal fulfillment).

CCLO #5 Lifelong and Global Learning

- Demonstrate and apply interdisciplinary connections
- Cultivate spirit of creative thought and curiosity to achieve goals