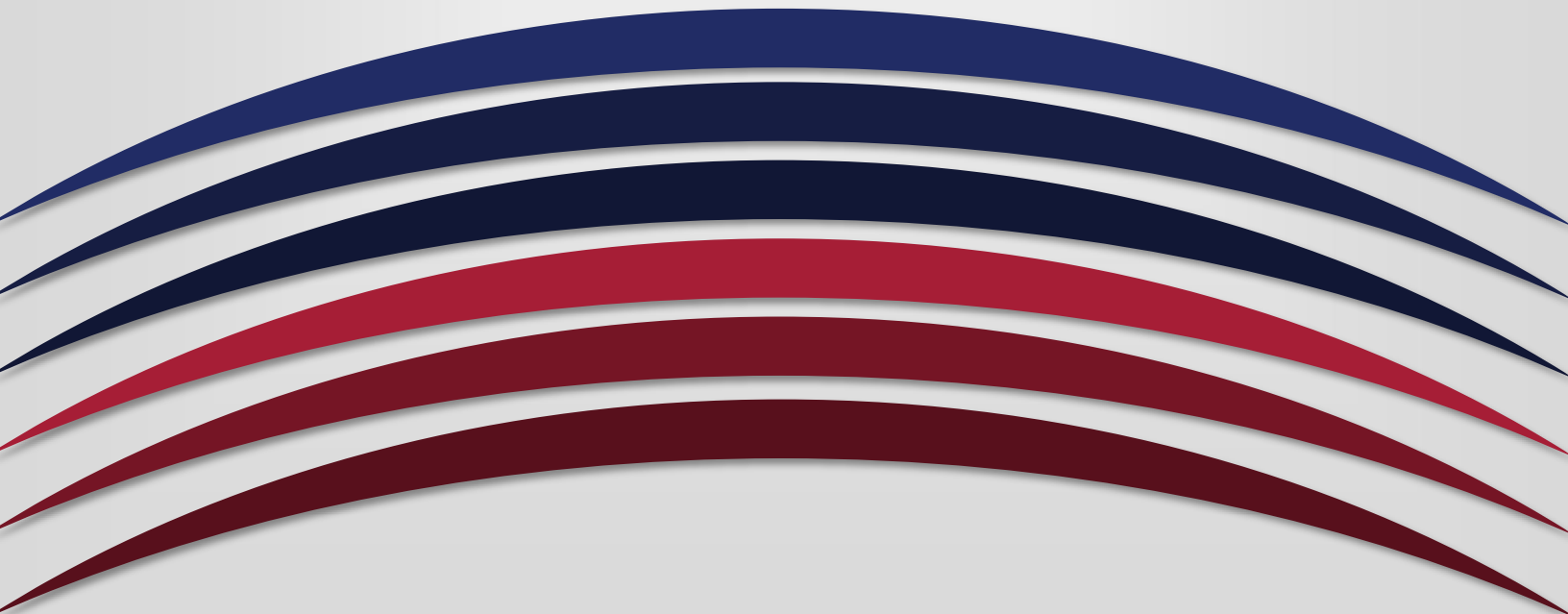


UNIVERSITY OF ARKANSAS
PULASKI TECH

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: *Spring Theater Production: David Ives' Words, Words Words*

Name of individual compiling report: *Kate Evans*

Date of submission: *4/12/2021*

Part B: Outcomes and Mapping

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

CCLO #1, CCLO #2, CCLO #3, CCLO #4, and CCLO #5

The mission of this production was not only to complement learning and to demonstrate the CCLOs, but also to rejuvenate the institution's theater program through a short, one-act play that allowed for the inclusion of faculty, students, staff, and community partners.

2. 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.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Accountability (CCLO #1, #3, #5) | <input checked="" type="checkbox"/> Mediation / Negotiation (CCLO #1, #2) |
| <input checked="" type="checkbox"/> Communication (CCLO #1, #2, #3) | <input checked="" type="checkbox"/> Motivation (CCLO #4) |
| <input checked="" type="checkbox"/> Cultural Awareness (CCLO #2, #5, #4) | <input checked="" type="checkbox"/> Organization / Scheduling (CCLO #4) |
| <input checked="" type="checkbox"/> Diplomacy (CCLO #1, #2, #3, #5) | <input type="checkbox"/> Social Justice (CCLO #1, #2, #3) |
| <input checked="" type="checkbox"/> Event Planning (CCLO #1, #3) | <input checked="" type="checkbox"/> Stress Management (CCLO #4) |
| <input type="checkbox"/> Financial Management (CCLO #3, #4, #5) | <input checked="" type="checkbox"/> Time Management (CCLO #4) |
| <input checked="" type="checkbox"/> Leadership (CCLO #1) | <input checked="" type="checkbox"/> Team Work (CCLO #1, #2, #3) |
| <input checked="" type="checkbox"/> Marketing / Publicity (CCLO #3, #5) | <input type="checkbox"/> Social Media (CCLO #3) |
| | <input type="checkbox"/> Other: <i>Type your response here</i> |

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

Direct methods of assessment were used to determine the students' satisfaction with their involvement with the play as well as the benefits they attained from participating in the spring production process.

4. What is the assessment goal(s)?

The goal of assessing this activity is to inform how we continue to support and grow the theater program on this campus. By determining what the students most enjoyed about being involved in this spring's production, we are able to focus on ideas for next semester's production and how to recruit more students to be involved.

5. What is the assessment plan for assessment for the next academic year? Is the assessment plan (Check one)

- A. a new assessment plan (explain below) B. a revision of the previous plan (explain below) C. unaltered from previous year

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

Next semester we will hopefully have more data to examine from assessing the Spring Production. Because of continued COVID restrictions, we were limited in the number of students who could be involved as actors, technical aids, and stagecraft builders -- not to mention a major component that was missing this semester: a live audience. In the future, we will be able to assess those who helped to put on the play as well as those who attend it.

Part C: Assessment Findings

6. What were the findings for this academic year (2020-2021)?

The students involved with the Spring Production reported that they were extremely satisfied with the (albeit limited) experience of choosing a play, building the set, attending rehearsals, choosing costumes and makeup designs, assisting in the technical requirements, and working with various faculty and staff members to make this production a success.

7. What is your analysis of the findings?

It is extremely clear that building a robust theater program on our campus should be a priority among the faculty, staff, and administrators. Our community (faculty, staff, and community partners) are in search of a theater program that encourages mindfulness, lifelong learning, leadership, inclusiveness, and social responsibility. Given that we have the wonderful resources to provide this program, we must certainly use this positive data to continue our goal of rehabilitating this theater program.

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

We didn't have any theater productions last year due to the COVID pandemic.

9. 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)

None at this time.

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