

Learning Goals Assessment – Arts Program Theory, Participation & Evaluation

Stacey Ray | June 11, 2015

Learning Goal #1: I have gained a much better understanding of what arts programming is as well as the various things that must be taken into consideration when planning and evaluating programs. This was gained through readings, class discussion and individual research. I also learned how to better define what “success” means through rich group discussions exploring various instances of what success might look like. I am also able to cite many helpful resources for examples of evaluation and programming development practices. I am now able to discuss program planning and evaluation in a coherent way, and even participated in a discussion around evaluation at the Americans for the Arts Conference, providing a unique perspective from all that I have learned. This coherency was also demonstrated in my contribution to a group presentation. I produced an evaluation plan demonstrating my knowledge of the role and methods of evaluation. As part of a Cultural Programming course, I developed a program plan which combined learning from that class as well as Program Theory, truly bringing together all of my learning in regards to program planning and evaluation.

Learning Goal #2: Similar to above, I gained considerable knowledge about evaluation through discussion, readings, working on the group project and through creating my own evaluation plan in conjunction with a program plan created for Cultural Programming. I can now clearly explain the reasons for evaluation, the role it plays within both a program and organization, what methods might be employed, how it should be prepared and how it can be used. I also understand how it is situated within the context of the field as a whole and where the future of evaluation may be directed. I have proven that I can coherently discuss evaluation through participation in a group presentation, class discussions, reflective writing and participation in a discussion around

evaluation at the Americans for the Arts Conference. I have even engaged in a discussion with the Jordan Schnitzer Museum of Art about evaluation strategies for their World of Work program. Lastly, my learning around evaluation was demonstrated in creation of a final evaluation plan for the course.

Learning Goal #3: I don't feel that I gained as much new knowledge about participation as I did in the areas of program development and planning. I did learn about how to engage participation in evaluation through class discussion and readings. I now am armed with specific theory and methods in order to encourage greater participation in evaluation. I can concretely discuss these learnings with others and was able to implement evaluation methods and strategies as part of my written evaluation plan that I felt were most suited to engage participants for the specific program that I developed.