



## Academic Program Assessment Report for AY 2023-2024

(Due: June 1, 2024)

Date report completed: June 24, 2024\_\_\_\_\_

Program: Creative Wellness

Completed by: \_\_\_\_\_ Karen Yescavage, coordinator of minor \_\_\_\_\_

Assessment contributors (other faculty involved): \_\_\_\_\_

Please describe the 2023-2024 assessment activities and follow-up from prior years for your program below. Please complete this form for each undergraduate major, , and graduate program (e.g., B.A., B.S., B.A.S, M.S., DNP, etc.) as well as stand-alone minors, or certificates in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Associate Provost as an email attachment by June 1, 2024. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

### Brief statement of Program mission and goals:

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2023-2024 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment? See below.
SLO1 SLO#1: Collaborate effectively	Spring 2023	Measure 1 (direct)	Two courses were assessed: CW 100 (n=8 from fall 2023)	Expected level: 80% of students should	Based upon student feedback and	Students are consistently achieving student learning outcomes.	

and integrate learning across psychology and arts & humanities disciplines.		<i>Student Self-Reflection</i>	<p>and Music and Wellness class (n=7 from spring 2024).</p> <p>The following student quotes provide evidence for SLO#1 in the CW 100 class. Comments demonstrate connecting positive psychological concepts (like how to experience positive emotions and positive self-concept) while engaging in artistic endeavors.</p> <p><b>The shift I experienced is feeling a little more comfortable working and</b></p>	<i>demonstrate proficiency in SLOs 1 &amp; 3</i>	<p>instructor observation , in the Fall 2023 CW 100 course, 7 of 8 students (87.5%) demonstrated proficiency of SLO#1 while 100% of students demonstrated proficiency of SLO#3.</p> <p>In Mind-Body Connection s class, 100% of students demonstrated proficiency in SLO #1 and SLO #3.</p>	<p>Comments regularly expressed by students taking CW courses is that the courses are <b>"transformative."</b></p>	
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			<p><b>sharing in groups.</b> I have had high social anxiety all my life and generally avoid most social settings, but it got easier for me as we progressed through the semester.</p> <p><b>I used to feel self-conscious of how my art looked, but recently I am proud</b> of the shell that I cracked.</p> <p>Creative Wellness courses are encouraged to engage in experiential learning activities. In CW 100, most of the</p>				
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			<p>activities are collaborative. One major experiential learning activity in the fall CW 100 course was to paint a 24' x 36' mural on the Pueblo levee. This activity promotes effective collaboration as there is an element of fear in creating art in a harness while on a 30 degree incline over a flowing river.</p> <p><u>Pueblo Levee Mural Project</u>  <u>student</u>  <u>feedback:</u>  I appreciated that there was something to do for</p>				
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			<p>everyone that fit their comfort levels best. Additionally, <b>when any of us stepped out of our comfort zone it was recognized and we were eager to support one another.</b></p> <p><b>I appreciated working together and creating art.</b> Art is beautiful and fun, but can also be <b>healing for the artist and the observer.</b></p> <p>I love how everyone was nervous at the start and slowly adjusted and enjoyed the</p>				
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			<p>project very much. <b>We bonded a lot and helped one another with painting and with encouragement. This encouragement was on either if we were insecure about messing up the paint or scared to get on the wall.</b></p> <p><u>Instructor from Music &amp; Wellness writes:</u>  Music is an innate, natural process that drives us on both biological and psychological levels. The integration of music and wellness in the</p>				
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			<p>Creative Wellness minor serves to further empower students to explore their relationship with music and how they can leverage music in their own disciplines. Backed by evidence based and supported practice, students learn about the meaning of music in their personal and professional lives.</p> <p>Students who take this course have indicated that they have gained academic</p>				
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			<p>experience and life experience that will be integrated into their respective disciplines now and in the future.</p> <p><u>Student Feedback:</u> I felt like I was able to learn more about humanity and music. After this course, I feel like I can now better connect myself with this art form. I am more than a performer, I am now more one with music.</p> <p>The psychology of music has</p>				
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			<p>been fascinating to learn. The integration of a holistic approach with this course has changed my perception of how we can use <b>music as a tool for healing</b>.</p> <p>Music has helped me heal and I cannot wait to use the tools I've learned in this course to help others.</p> <p>You don't have to be a musician to get things out of this course. I can't sing or play anything, but through this course I felt like I</p>				
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			harmonized with the natural and became more in tune with music.				
SLO3 Practice self-care through experiential learning, creative wellness activities.	Annually- Last assessed: Spring 2023	Measure 2 (indirect & direct) Instructor Observation & Student Self-Reflection	<p>Mind-Body Connections class (n=7) was assessed for SLO#3 in spring 2024</p> <p>From the <u>instructor of the Mind-Body Connections class</u>: Students are shown many different tools to process trauma, stuck emotion, or to shift from fight/flight/freeze responses. Upon learning the tools which are psychology,</p>				

			<p>somatic, or culturally-based, students are asked to perform a taught tool at home, before the following class and note the responses:</p> <p>“Did I connect with the exercise?”</p> <p>“Is this something I could bring into my own practice?”</p> <p>“Am I comfortable teaching this to another?”</p> <p>They share the experience as a group so that they further learn from each other and that not all of</p>				
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			<p>us are the same, nor have the same experiences. If a student has missed, I have another student teach the tool, with my guidance so it is one more step toward learning and integration. (SLO#1 as well)</p> <p><u>Student feedback:</u> I used to feel hopeless whenever I felt negative emotions. But more recently I'm feeling like <b>I have more tools at my disposal to work through tough times.</b></p>				
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			Creative Wellness means <b>putting my healing into my own hands</b> and using a variety of tools/activities to assist in the process.				
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Comments on part I reporting:

**II. Closing the Loop.** Describe at least one data-informed change to your curriculum during the 2023-2024 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles. **Last year, the first assessment did not have any proposed changes, thus there is nothing to report.**

A. What SLO(s) or other issues did you address in this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

Comments on part II follow through:

## Degree Program Action Plan Update (from last Program Review)

Program/ Department/Person completing:

Date of last program review:

Date of next program-specific accreditation review (if applicable):

Date of this update:

Dean's approval:

- Briefly summarize annual updates to the program status including major accomplishments and challenges.
- Be sure to include any program accreditation updates, where appropriate.

	Program Impact	Proposed actions (if applicable)
Accomplishments Description	<p>In its first official year of implementation (2022-2023), the program had 5 declared minors. In its second full year of implementation (2023-2024), the program has <b>30 declared minors</b> with its first two students graduating this spring. This is significant growth in the program.</p> <p>Of the 30 minors, 60% are psychology majors and 20% are art or music majors; the remaining majors are in Social work, Sociology, English &amp; Secondary</p>	<p>We plan to expand outreach to majors in other disciplines, especially recruiting students interested in English/Creative Writing and Music, where we currently have 1 minor from each.</p> <ol style="list-style-type: none"> <li>1. We have been in communication with the Chair of Music to promote the CW program.</li> <li>2. We invited Darci Schummer, a new faculty member who teaches Creative Writing to join the CW program. She is excited to join the program.</li> </ol>

	<p>Education, and the CHASS Humanities and Social Sciences major.</p> <p>On May 29th, we held our first CW program half-day retreat with 11 people in attendance: 6 faculty and 5 students (four minors and one graduate). At the retreat, students and faculty shared an excitement and interest in the creation of an experiential, service-oriented senior capstone course. We discussed various ways to implement this new course where students can develop and implement a major creative wellness project in service to others, putting into practice what they have learned in the minor. Possibilities included offering activities in various social service agencies, nonprofit organizations, and the K16 school system.</p> <p>Coordinator of CW secured an Aztlan Research Center grant to create a new course (to be cross-listed with Chicano Studies and Psychology). This course, founded in liberation psychology, will be an experiential and community service-oriented course, rooted in artistic and creative pedagogy. Various modalities of activist art for social change, individual and community healing will be explored, such as: visual arts (e.g., documentary, mural); visual and musical performance, (e.g., performance art, el teatro, and theatre of the oppressed, activism songs); written and spoken word.</p>	<p>A proposed change will be to create a 300-level Senior Capstone CW course core requirement. This will replace ARC 110.</p> <p>The new Creative Activism course will be offered in Spring 2025. It may be piloted as the first CW senior capstone course.</p>
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Challenges Description	<p>(1) Due to the large number of possible electives, the newness of the minor, and the lack of its visibility on the university webpage, there is an issue with low enrollment.</p> <p>(2) Unfortunately, faculty advisors and students alike have found it difficult to schedule around the cross-disciplinary ARC 110 class taught by multiple instructors. The course takes up the space of two 3-credit courses in the schedule, serving as a barrier.</p>	<p>(1) I propose Mind-Body Connections be offered in the fall only and Music &amp; Wellness in the spring only, rather than both being offered every semester. Hopefully, this will boost enrollments in both courses.</p> <p>(2) Another curriculum change I propose is to remove ARC 110 as a core requirement and make it an elective for the minor instead.</p>
Program Accreditation updates or challenges	N/A	

Indicate progress within the last year(s) on items from the current program action plan.

Specific Item from Action Plan	Progress made on Action Plan item (indicate when completed)	Recommendations and projected timeline for further action	Resources Needs update (current, reallocation, new)	Person Responsible for further action
Last year we discussed a possible Bonsai course.	We are excited to offer a one-credit (weekend) special topics course on <b>Bonsai Tree Sculpting</b> (to be taught by Dr. Zahari Metchkov, a master bonsai artist in the Music department).	The course is being offered this fall with a current enrollment of 7 students (which is a typical enrollment for CW special topics).	Resources needed for the course is approximately \$500 to provide bonsai plants, clippers, soil, etc.	Course instructor and Program coordinator
Last year we discussed the possibility of	The Center for Integrated Health and Human Inquiry (CIHHI) granted the coordinator of the CW	Drs. Bridgmon, Pluskota, and Yescavage plan to use the space to conduct applied research as well, e.g., assessing which		



creating a meditation space.	<p>program, and the chair of psychology, and the chair of media and entertainment \$4000to create a meditation space/research lab in one of psychology's small lab spaces in the CIHHI building. This meditation space opened in September 2023 and is free for all students, staff and faculty.</p> <p>There is weekly guided meditation provided in the space. Additionally, a new CW student club (called Spirit Food) meets there twice a month to engage in sounding practices (singing bowls, humming together, and singing).</p>	sensory combinations and methods best promote psychological well-being.		
Last June 2023, the CW coordinator met with Risley International Academy of Innovation stakeholders to discuss the possibility of collaborating to	In part because of this meeting, the coordinator of the CW program developed a Colorado Educators conference titled HEART: Health-oriented, Equitable, Accessible, Culturally Responsive, and Trauma-Invested to promote well-being in both students and educators across the K20			

<p>create a Creative Wellness space for students who need to regulate and calm themselves before rejoining class. There is a great need in K12 schools to meet the psychological needs of youth. Should this collaboration come to fruition, this would be an ideal internship opportunity for CW minors.</p>	<p>spectrum. This conference was organized and funded in collaboration with (1) Center for Teaching, Learning, and Leadership, (2) the Diversity, Equite, and Inclusion Task Force, and (3) the Center for Integrated Health and Human Inquiry. Superintendents of Pueblo's districts 60 and 70 approved the conference as professional development. It was scheduled for March 2024; however, a snowstorm closed the campus and so it has been rescheduled for October 2024. This will be a great opportunity to build community connections and promote the CW program within the community's K12 schools.</p>			
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