

<b>Program Name</b>	<b>Date Completed</b>
<b>Art &amp; Creative Media</b>	<b>06/02/25</b>
<b>Report Completed By</b>	<b>Report Contributors</b>
<b>Rachel Zimmerman</b>	
<b>Brief Statement of Program Mission and Goals</b>	
<p><b>Department Mission</b></p> <p>The Department of Art &amp; Creative Media offers rigorous experience-based instruction in the practices of studio art, creative media, art history and art education. A full-time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy. Creativity and critical insights are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States. Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.</p> <p><b>Department Goals</b></p> <ol style="list-style-type: none"> <li>1. Prepare students in the practices of Studio Art, Creative Media, Art History, and Art Education toward the achievement of personal creative goals, art-related careers or further academic and professional education.</li> <li>2. Provide relevant studio and laboratory opportunities within well-appointed facilities that are conducive to creative growth and the development of fundamental skills across a range of formal topics.</li> <li>3. Nurture an environment that encourages professional curiosity, collaboration and respect for diverse and multiple viewpoints.</li> <li>4. Provide services and experiences to a variety of University disciplines as well as local, regional and national communities, fostering a culture of lifelong learning and global citizenship.</li> </ol>	

### Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

<b>A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.</b>
<p>Outcome 3 Communication of Ideas &amp; Context: Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.</p> <p>Outcome 4 Demonstrate Awareness &amp; Intellectual Maturity: Display a willingness to question one's own perspective. Approach the creative and scholarly process with curiosity and persistence. Take initiative in working independently or collaboratively to achieve stated objectives.</p>
<b>B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?</b>
<p>every year</p>
<b>C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)</b>
<p>"Over the past four years now, the department of Art &amp; Creative Media has identified areas of student performance that need to be addressed. Among them are; writing and research skills, public speaking and communication as well as developing intellectual maturity ( SLO 3 + 4)."</p>
<b>D. How were the recommendations for change acted upon?</b>
<p>The traditional method of assessing art programs is with a portfolio of student artwork. Program assessments from past years consistently note that this approach does not sufficiently allow us to assess student writing, analysis of historical and contemporary art, and intellectual inquiry. All students are required to take ARH 411 Theory &amp; Methods, ideally in their last year, which requires them to practice and demonstrate the skills in SLOs 3 and 4. For this assessment cycle, the final portfolios of written texts from ARH 411 were examined in addition to the portfolios of artworks from ARC 410. ARH 411 portfolios were scored based on SLOs 3 and 4, and the scores averaged.</p>
<b>E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?</b>
<p>The main change addressed here is the addition of an assessment artifact. As for instructional changes in writing and analysis-heavy courses, a more explicit generative AI policy has been adopted that may help students to rely on their own writing and thinking more, and a disability justice reading was added to ARH 411 which has received tremendously positive and rich responses from students.</p>



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## Academic Program Assessment

### AY 2024-2025 [Due 6/1/25]

**Enter Table I Closing the Loop Comments Below**

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**Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25**

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

<b>A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
Outcome 3 Communication of Ideas & Context: Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.
<b>B. Semester and year this SLO was reported on prior to this cycle.</b>
Spring 2023
<b>C. Describe the assessment method for this SLO.</b>
ARH 411 portfolios
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
students enrolled in ARH 411 in Fall 2025; 11 students.
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
The average proficiency should be at least a score of 3 (proficient)
<b>F. Assessment results and number of students who met proficiency level.</b>
The average score was a 3.06
<b>G. Describe what results indicate about student performance.</b>
Average student writing proficiency meets the desired guideline; while individual student writing varies from below expectations to exceeding expectations.



## Academic Program Assessment

AY 2024-2025 [Due 6/1/25]

### H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

Begin department-wide discussion of the role of writing in art courses; improved incentives for students in art history and theory courses to revise work based on instructor feedback.

### Enter Table II AY 2025 Assessment Comments Below

2. for improved student learning. Copy this table for each assessed outcome.

### I. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.

Outcome 4 Demonstrate Awareness & Intellectual Maturity: Display a willingness to question one's own perspective. Approach the creative and scholarly process with curiosity and persistence. Take initiative in working independently or collaboratively to achieve stated objectives.

### J. Semester and year this SLO was reported on prior to this cycle.

Spring 2023

### K. Describe the assessment method for this SLO.

ARH 411 portfolios

### L. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

students enrolled in ARH 411 in Fall 2025; 11 students.

### M. Expected proficiency level and proportion of students who should reach this level.

The average proficiency should be at least a score of 3 (proficient)

### N. Assessment results and number of students who met proficiency level.

The average score is 3.13

### O. Describe what results indicate about student performance.



## Academic Program Assessment AY 2024-2025 [Due 6/1/25]

Students have met the desired proficiency level for SLO 4. Student willingness to engage with complex questions sometimes exceeds their ability to write coherently about those questions.

**P. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.**

Increasing opportunities and incentives for students to engage in discussions orally; more practice jotting down complex thoughts in an informal manner as opposed to lengthy academic writing.

**Enter Table II AY 2025 Assessment Comments Below**