



**Academic Program Assessment
AY 2025-2026 [Due 6/1/26]**

Note: Our department underwent a 6-Year Program Review in the 2025-2026 Academic Year. We used this as an opportunity to revise our Assessment Plan. The existing Assessment Plan had been introduced in 2019/2020 with changes related to the creation of the School of Creativity and Practice. The arrival of the pandemic did not allow us to implement those planned changes and SoCaP has since been eliminated. Our Program Review included a preliminary outline of our new Assessment Plan. Our external reviewer was very pleased with it.

Program Name	Date Completed
Art & Creative Media	06/01/2026
Report Completed By	Report Contributors
Rachel Zimmerman	Vicky Hansen (instructor of ART 410)
Brief Statement of Program Mission and Goals	
<p>Mission The Department of Art offers 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.</p> <p>Creativity and critical insight 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>Department Goals</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Nurture an environment that encourages professional curiosity, collaboration, and respect for diverse and multiple viewpoints. ● 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.

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
<p>Outcome 3 Communication of Ideas & 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 & 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. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
Spring 2025
C. What were the recommendations for change in the previous cycle?
<p>Last year’s cycle presented a new artifact (ARH 411 writing portfolios) for assessment. The feedback received:</p> <ul style="list-style-type: none"> They lump all students together, averaging all scores on the rubric rather than indicating what % of students are expected to achieve an acceptable level of competence. The Assessment Plans has a goal of 80% of students achieving an acceptable level on the previous artifacts that were measured. It would be good to establish that same sort of standard for this new artifact (411 portfolio).
D. How were the recommendations for change acted upon?
The new Assessment Plan outlines the percentage of students expected to perform at the goal standard for that artifact.
E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?



The recommendations were about our assessment methods as opposed to pedagogy.

Enter Comments on Table I Closing the Loop Below

We have begun to implement changes to improve outcomes for this SLO in light of the report on High School reading proficiencies: department-wide discussion of reading in our courses; implementation of reading journals in ARH courses (will need to be rethought with change to Canvas which does not have a Journal tool); more in-class writing in ARH courses; more explicit discussion of AI in ARH courses.

Students reported that the reading journals were helpful. The explicit discussion of AI appeared to reduce AI use among students, which already tends to be fairly minimal in Upper-Division art history courses.



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<p><u>Outcome 1 Exploration of the Creative and Scholarly Process</u> Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative and scholarly challenges.</p> <p><u>Outcome 2 Development of Skills & Techniques</u> Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the intentions and objectives of the work.</p> <p><u>Outcome 3 Communication of Ideas & Context</u> Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.</p> <p><u>Outcome 4 Demonstrate Awareness & Intellectual Maturity</u> 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. Semester and year this SLO was previously reported on before this cycle.
Spring 2024
C. Describe the assessment method for this SLO(s).
Evaluation of student portfolio presentations and of Senior Art Show.



D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
<p>11 students were assessed, all of whom are graduating either May 2026 or December 2026.</p> <p>11 students participated in Senior Art Show 10 students presented in ART 410 (1 medical absence)</p>
E. Explain the expected proficiency level and proportion of students who should reach this level.
80% of students should be at "proficient" rating
F. Provide Assessment results and number of students who met defined proficiency level.
<p>SLO 1 85% met proficiency SLO 2 100% met proficiency SLO 3 70% met proficiency SLO 4 82% met proficiency</p>
G. Describe what the results or trends indicate about student performance.
<p>Students are producing high-quality work that demonstrates a clarity of vision. This reflects the faculty's focus not only on technical skill but also on conceptual depth. This was the strongest and largest Senior Art Show that we have had in recent years.</p> <p>Both presentations and the art show demonstrate that some students need further support in confidently speaking about and cleanly presenting their work.</p>
H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.
<p>Faculty will discuss needed improvements at our August meeting.</p> <p>Preliminary thoughts: Students were given the option to pre-record their presentation. Many of the recorded presentations were quite strong and the alternate format clearly worked well for students with social anxiety and language-related disabilities. The weaker presentations included both recorded and live presentations, and the weaknesses lay largely in self-deprecating language. Students already practice describing areas in which they struggle and want to improve in their courses. Faculty can place further emphasis on offering constructive ways of describing struggles.</p> <p>This year, we introduced a matting and framing workshop led by the former owner of a framing shop. Most students presented professionally prepared work with matting and framing where appropriate. One student's work was noticeably lacking in clean finish and the design of their display seemed somewhat haphazard. This was a student who hung</p>

their work at the last minute, suggesting a need for more scaffolding to encourage students to get their digital work printed early to provide sufficient time for matting. We also plan to make the matting workshop a consistent part of the curriculum.

Students informally reported that all their Upper-Division ART and ARH courses required final projects to be submitted at the same time, 2-3 weeks prior to the end of the semester. Faculty will discuss how to better plan assignments around the Senior Art Show each Spring.

Since this was the first year that we returned to live on-campus presentations, we used the scoring guide that had been used pre-pandemic. Although I was able to map the questions to our SLOs to calculate proficiency ratings for each, we will work on streamlining the questions to better represent the SLOs being assessed, and devise a plan to accommodate for varying faculty disciplinary expertise.

Enter Comments on Table II AY 2026 Assessment Below

One faculty member was on sabbatical and one was serving as interim chair of another department. This left only two ranked faculty available to participate in assessment, neither with disciplinary expertise in digital arts, preventing them from being able to answer all questions for all students.

Faculty evaluation questions for presentations mapped to SLOs:

Outcome 1 Exploration of the Creative and Scholarly Process

Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative and scholarly challenges.

- Does the work shown relate to the artist's stated intention/conceptual claims?
- Overall does the work convey the clarity of purpose and innovation one might expect of a four-year art student?

Outcome 2 Development of Skills & Techniques

Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the intentions and objectives of the work.

- Does the work contain demonstrable strengths in foundation skills?

Outcome 3 Communication of Ideas & Context

Clearly articulate visually, orally, and in writing the content and context of art historical research



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and creative work.

- Does the student's concept and its presentation show maturity of expression?
- Is the student able to discuss their work with a measure of depth using appropriate terminology and an understanding of form, content and technique?
- Rate your overall perception of this student's professional presentation.

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.

- Does the student's creative momentum show potential for an ongoing career in the arts?
- Does the student's concept and its presentation show maturity of expression?

Senior Art Show evaluation criteria:

Well-executed and well-designed display of work.

Strong body of work demonstrating technical expertise in one or more medium and a coherent artistic vision.