

STUDENT LEARNING DATA

OVERVIEW

The Foundations Program introduces students to contemporary ideas and issues within the disciplines of art, design, motion, and interior architecture. As students work across drawing, painting, motion, digital tools, printmaking, sculpture, photography, and so forth, they simultaneously engage with broader intellectual subjects, informed by the visual art history studies. In doing so, they develop an informed cultural and social perspective that supports their studio practice. Studio courses are taught by faculty who work collaboratively across disciplines representing the broad domains of Art, Design, Film and Interior Architecture. Students work within a studio cohort, and each project draws on the instructors' disciplinary expertise in relationship to conceptual themes. Students are immersed in a dynamic experience, whereby existing assumptions about discipline, media, and methodology are investigated, guiding the development of their studio practice through a diverse range of options and ideas. Learning outcomes include applied skills (practical and technical), cognitive skills (problem solving and critical analysis), communication skills, digital literacy, agency and collaboration.

CLOSING EQUITY GAPS

Studio courses in the Foundations program address the subject of equity through discussion topics and assignments. Faculty help students to develop conceptual rigor and research-oriented making, strengthen cultural literacy and world citizenship and employ inclusivity and diversity. Faculty lead students to identify and investigate social inequities and in one of the studio projects, Social Impact Design. Faculty help students to understand histories through their own cultural identities to cover global socio-cultural topics.

CONTINUOUS PROGRAM IMPROVEMENT

The program has nine academic goals for students to achieve and faculty from all the visual arts departments have been working on revising the learning outcomes to simplify these in order to allow for more straightforward assessment. All the visual arts leaders continue to evaluate these outcomes for students' successful transition into different majors. Over the last few years, we have moved away from larger credit structures. Studio moved from nine credits to six credits with a 3-credit studio elective into two 3-credit courses with a 3-credit studio elective course. These new credit structures offer courses that are more content specific but remain shared between the Art, Design and Interior Architecture pathways. This change will allow students to transfer credits with flexibility of educational experience.

HIGH IMPACT TEACHING AND LEARNING ACTIVITIES

Students learned how to plan for and execute collaborative films in work that directly address this Program Learning Outcome: Participate in the collaboration, delegation and communication necessary to complete projects together inside a learning community. They move from a Photo Roman project (a series of stills with an audio track) to a genre-based film that focuses on the cut. In visual art history courses, meanwhile, they studied the history of time as subject matter, and moved through the history of photography and film in art and commerce, examining the ways these technological advances changed the way we see and experience time to become aware of historical context of visual practice in visual art history courses and the vital relationship of studio work to the Humanities and Sciences courses through this collaborative project.