

# STUDENT LEARNING DATA

## OVERVIEW

The Design program is student-centered, studio-based and research-driven. It emphasizes concept, context, craft, and rigor. Students share their foundational year with Art, Animation, Illustration, and Interior Architecture. In this year, they try out the basic skills common to all five disciplines, and learn to use the resource labs. They begin to identify and solve conceptual problems. Courses in art and design history, writing, and critical thinking round out their first two semesters. In the second year, students experience the program's holistic approach, increase skills, build context with design history and criticism, and begin to find their own paths through the dynamic complexity of the design field. Core curriculum studios assign both independent and collaborative group projects. The third and fourth years are increasingly self-directed. In the third year, core studios foster personal agency-- in solo and team assignments--and focus on depth: Students refine their understanding of semiotics and refine their conceptual problem-solving. Client projects provide real world experience. In the senior year, students create a year-long capstone project. This project starts with a studio course in the Fall, during which the student maps patterns of personal inquiry and engages in design research. Students inquire into social, cultural and innovation issues important to them. They begin to integrate personal practice, citizenship, and the social impact of their work. During this semester, they create the identity design for their BFA Exhibition. In the Spring, students develop their exhibition plans, their personal portfolio website, their group website, and their BFA group exhibition.

## CLOSING EQUITY GAPS

The Design department is deeply committed to closing equity gaps. Faculty is managing change with equity mindedness. The Design program does not grade on attendance. Students are graded on the work that they turn in on deadlines. We are currently deploying, at scale and with fidelity, proven best practices and policies for student success. The faculty works with the Office of Student Life and its success coaches to ensure all students are given the support they need for success, particularly students with accommodations. We are also deploying technology to uncover areas of friction and to sustain the changes that advance equity goals. Many courses in the design program address the subject of equity through class assignments. History and Criticism courses have revised their curriculum to make sure that histories are not seen only through a Western lens, but through many lenses. Design Activism and Transition Design promote research and a deeper understanding of social inequities and the ways in which designers can make positive change.

## CONTINUOUS PROGRAM IMPROVEMENT

The Design department added two new majors this year: Illustration and Animation. It also added two minors, one in Game Arts and the other in Experience Design. The curriculum is always under development, to improve course offerings, and to align with changes in the design field. The department has begun to map course learning outcomes to program learning outcomes using a standard college template, which makes tracking this process more complete.. This new college-wide syllabus template also appears on the course Canvas page. A visual rubric of departmental assignments is in place and monitored to make sure it is current and updated. This rubric is created in a shared Google Sheet to which all faculty have access. Each faculty member is responsible for uploading one example of a project for each assignment. The rubric is discussed at the end of each academic year by the faculty. In this way, student outcomes can be reviewed in a visual way to see progress across the four years. The faculty can evaluate student gains in expertise in type, semiotic analysis, page layout, user experience, digital craftsmanship, hand skills, and critical thinking. Gaps in scaffolding are noted and discussed.

## HIGH IMPACT TEACHING AND LEARNING ACTIVITIES

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