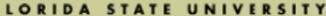


Florida State University Student Learning Outcomes Interior Design and Dance



Department of Interior Design



Mission:

To provide education leading to a Bachelor of Fine Arts Degree in Interior Design in an atmosphere conducive to the highest caliber of training, practice and scholarship in creatively solving problems of human proxemic environment.

Instructional Goals

Goal 1: Fundamentals of Art & Design Goal 2: Understand & Apply Interior Design Goal 3: Communicate Effectively Goal 4:
Design in
Context of
Building
Systems

Goal 5: Know and Apply Protective Laws & Regulations Goal 6:
Acquire
Foundation in
Business &
Profession

Learning
Outcomes
1.1, 1.2, 1.3

Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Learning Outcomes 3.1, 3.2, 3.3 Learning Outcomes 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Learning Outcomes 5.1, 5.2, 5.3, 5.4, 5.5

Learning Outcomes 6.1, 6.2. 6.3, 6.4

Examples of Learning Outcomes:

Learning Outcome

1.1- Students must demonstrate, through identification, application and analysis, a foundation in the fundamentals of art and design, theories of design and human

Learning Outcome

2.1- Students must demonstrate the ability to: apply 2-D design elements & principles in interior design projects, 3-D design elements & principles to the development of the spatial envelope and select & apply color in interior design projects.

Learning Outcome

3.1- Students must demonstrate competence in: drafting and lettering, both manual & computer-aided techniques, illustrative sketching, presentation of color, materials, & furnishings.

Learning Outcome

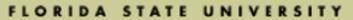
4.1- Students must demonstrate that design solutions affect & are impacted by: construction systems & methods, pow er distribution systems, mechanical systems, energy mgmt, data /voice communication, lighting & ceiling systems.

Learning Outcome

5.1- Students must demonstrate the ability to relate, explain & evaluate the impact of fire and life safety principles: compartmentalization, movement, detection & suppression.

Learning Outcome

6.1- Students must demonstrate the recognition & use of project mgmt practices: estimating, budget mgmt, coordination, time mgmt, scheduling & contract adm, info. mgmt, conflict resolution, & assessment processes.



Methods of Assessing Student Learning Outcomes

							8 1		
MORES		METHODS of ASSESSMENT							
		Exam							NCIDQ
	Course	Bank	Juried	Juried	Portfolio	Studio	Capstone	Mid-Point	Licensure
	Grades	Items	Presentations	Projects	Review	Course	Course	Assessment	Elam
Goal 1:									
Outcome 1.1				•	•		•	•	•
Outcome 1.2	•	•						•	
Outcome 1.3		•							•
Goal 2									
Outcome 2.1			•	•	•	•			•
Outcome 2.2			•		•				
Outcome 2.3			•		•				
Outcome 2.4	•		•	•					•
Outcome 2.5	•		•	•					•
Outcome 2.6				•					
Goal 3									
Outcome 3.1				•					
Outcome 3.2	•		•						
Outcome 3.3	•						•		
Goal 4									
Outcome 4.1	•	•	•	•		•			•
Outcome 4.2	•			•			•		•
Outcome 4.3	•	•		•		•			•
Outcome 4.4	•			•		•			•
Outcome 4.5			•	•			•		•
Goal 5									
Outcome 5.1		•	•	•					
Outcome 5.2		•	•						•
Outcome 5.3		•		•					•
Outcome 5.4				•	•				
Goal 6									
Outcome 6.1		•				•	•		•
Outcome 6.2		•							•
Outcome 6.3	•								
Outcome 6.4				•					

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Students must pass the Track III portfolio review to

Students must pass the Track V capstone, portfolio

Students must pass the National Council for Interior

graduate, and must submit a copy of their final dossier

Design Qualification (NCIDQ) exam after graduation in

and presentation mid- and end-point reviews to

to the department for permanent records.

order to become certified interior designers.

remain in the program.

Student Learning Outcomes Assessment in the State University System

1 1 1	Degree I	Program: Interior	Design	
î î î	Discipline		Critical	
Assessment Instruments	Knowledge	Communication	Thinking	Comments
and Procedures	and Skills	Skills	Skills	
Master syllabi have been created for courses with critical assignments involving the creation of portfolios and presentations that, in turn, are linked to Foundation for Interior Design Education Research (FIDER) standards.	X	X	X	Departmental checklists and point systems have been designed for each portfolio and presentation review. Juries of faculty and invited professional architects and designers comprise the review teams and provide oral and written evaluations to students using the checklists.
Student performance on design projects in each track (I-V) is juried by supervising faculty, faculty teams and invited professional architects and designers.		X	Х	Departmental checklists and point systems are used for mid- and end-point reviews of design projects. Juries of faculty and invited professional architects and

designers comprise the review teams and provide oral and written evaluations to students. Class assignments, oral presentations, and related Students are required to successfully complete each track before advancing to the next (I-V). design projects must be completed at a B or better level to continue. Students with less than a B average X X X are placed on probation. The tracks include both midpoint assessments, vignette evaluations, place journals and project evaluations.

X

X

X

X

X

X

X

outcome.

dossiers.

Track III assessments include departmentally

designed checklists and point systems, presentations

with faculty and chair. This functions as a throughput

Final review includes use of department checklists and

professional teams, and summative evaluation of final

The program uses an exam bank based on NCIDQ questions to help structure class assignments and

tests that prepare students for the NCIDQ exam.

to faculty and professional juries, and consultation

point systems, juried presentations to faculty and



Mission:

To provide education leading to a Bachelor of Fine Arts in an environment conducive to the highest caliber of dance training, practice and scholarship. Our vision of Dance in higher education encourages fluidity between the living art form and scholarly investigation, and the dynamic interaction between the training of dancers and the development of scholars.

Goal 1: Advanced level

skills in concert forms of dance & production

> Learning **Outcomes** 1.1, 1.2,

Examples of Learning Outcomes:

Learning Outcome 1.1- Students must achieve level III in ballet technique and/or modern technique for at least one semester prior to graduation

Instructional

Goal 2: Development of Significant choreographic skills

STATE UNIVERSITY

Learning **Outcomes** 2.1, 2.2

Learning Outcome

2.1- Students will demonstrate development of significant choreographic skills through identification, performance and evaluation of work.

Goal 3: Dance Principles and Movement

Learning **Outcomes** 3.1. 3.2

Learning Outcome

3.1- Students will acquire, recall, and be able to apply the fundamental vocabulary and principles of movement.

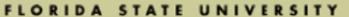
Goal 4: Effectively verbalize complexities of non-verbal art form

> Learning **Outcomes** 4.1, 4.2

Learning Outcome

4.1- Students must demonstrate the ability to describe, discuss and evaluate principles and history of dance.

Department Of Dance



Goal 1:

Goal 2

Goal 3

Goal 4

Outcome 1.1 Outcome 1.2

Outcome 2.1 Outcome 2.2

Outcome 3.1 Outcome 3.2

Outcome 4.1 Outcome 4.2

Methods of Assessing Student Learning Outcomes

METHODS of Assessment								
Course Grades	Auditions	Juried Performance	Adjudica- tion	Produce/ Direct	Studio Course	Public Perfor- mance	Mid-Point Assessment	Exit Conference
•		•			•		•	•
	•				•	•	•	•
•	•	•				•		
•						•		•
							•	•
•		•		•		•		•
•				•			•	

FLORIDA STATE UNIVERSITY

Student Learning Outcomes Assessment in the State University System

MORES MORES	Degree Program: Dance					
1 1 7	Discipline					
Assessment Instruments		Communication	Critical	Comments		
and Procedures	and Skills	Skills	Skills	Comments		
Assessment team comprised of six to ten faculty	ana Simis	S iants	Olulio	Students must achieve advanced levels of technique		
members judge student performance in ballet and/or				before the final semester of study.		
modern technique using oral critiques, checklists, and	×	X		, ·		
summative evaluation. Team confers about each						
student's achievement level in technique and						
communicates their evaluations to students during						
assessment conferences. Exit conferences are						
required which communicate collectively faculty						
judgment of student achievement in performance and						
possible career opportunities.						
Student auditions for concert productions are judged				Students must perform in a minimum of three dance		
by a team of faculty, graduate students, and visiting				department productions prior to graduation.		
artists, determining which students demonstrate the	X					
ability to perform in specific choreographic works						
produced by the department.						
Faculty teams assess student choreographic design						
using oral critique, a point system and assigned	X	X	×			
written work. Faculty assess student historical						
knowledge through exams using objective and essay						
questions.						
Faculty juries assess student choreographic design				Adjudications take place annually.		
using oral critique, a point system and assigned		x	×			
written work. Students also submit work for						
adjudication for inclusion in annual performances; the	×					
adjudication team is composed of faculty and outside	^					
artists. They communicate evaluation of pieces by						
oral and written critique and summative decision on						
inclusion or exclusion.						
Students are evaluated at a mid-point assessment				Students must demonstrate mastery of the		
conference (at the end of the sophomore year) on				fundamental vocabulary and principles of movement to		
application of fundamental dance vocabulary and	X	X	X	remain in the program.		
principles of movement by the assessment team	Λ	^				
using a performance-based checklist addressing						
technique, performance, and creative criteria.						
Faculty assess student performance on class				Students will work 60 hours of production activities.		
assignments; production staff collectively evaluate	×		X			
student performance in production activities, and						
record student participation in the required hours of						
activities.						